

WELLESLEY COLLEGE  
CALENDAR



1907-1908



# WELLESLEY COLLEGE CALENDAR



1907-1908

PRESS OF FRANK WOOD, BOSTON

## CORRESPONDENCE

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All inquiries regarding admission (including admission to graduate courses) should be addressed to Miss ELLEN F. PENDLETON, Dean of the College.

Applications for general information should be addressed to Miss MARY CASWELL. As Secretary of the Teachers' Registry, Miss CASWELL is also prepared to furnish full and confidential information in regard to the qualifications, character, and experience of teachers educated at Wellesley. Former students of the College who wish situations as teachers have the aid of the Teachers' Registry.

Applications for pecuniary assistance (see p. 144) should be made by letter addressed to the Secretary of the Students' Aid Society, Wellesley, Mass.



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1907

| JULY |    |    |    |    |    |    |
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1908

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1909

| JANUARY |    |    |    |    |    |    |
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## CALENDAR

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The academic year consists of thirty-four weeks exclusive of vacations and of the week devoted to entrance examinations. Commencement Day falls on the Tuesday preceding the last Wednesday in June. The academic year begins on the fourteenth Tuesday after Commencement.

1907.

Examinations . . . . . September 24-27.  
 College dormitories open . . . 9 A. M. Friday, September 27.  
 Registration closes . . . . 1 P. M. Saturday, September 28.  
 Academic year begins . . . . Tuesday, October 1.

Recess from 12.30 P. M. Wednesday, November 27, until 12.30  
 P. M. Friday, November 29.

Recess from 12.30 P. M. Thursday, December 19, 1907, until  
 1 P. M. Wednesday, January 8, 1908.

1908.

Registration closes for all students at 1 P. M. Wednesday, January 8.

Second Semester begins . . . . Monday February 17.

Recess from 12.30 P. M. Friday, March 27, until 1 P. M. Tuesday, April 7.

Registration closes for all students at 1 P. M. Tuesday, April 7.

COMMENCEMENT . . . . . Tuesday, June 23.

ALUMNÆ DAY . . . . . Wednesday, June 24.

Examinations . . . . . September 29-October 2.

College dormitories open . . . 9 A. M. Friday, October 2.

Registration closes . . . . 1 P. M. Saturday, October 3.

Academic year begins . . . . Tuesday, October 6.

Recess from 12.30 P. M. Wednesday, November 25, until 12.30  
 P. M. Friday, November 27.

Recess from 12.30 P. M. Thursday, December 17, 1908, until  
 1 P. M. Wednesday, January 6, 1909.

1909.

Registration closes for all students at 1 P. M. Wednesday, January 6.

Second Semester begins . . . . Monday, February 22.

Recess from 12.30 P. M. Friday, April 2, until 1 P. M. Tuesday, April 13.

Registration closes for all students at 1 P. M. Tuesday, April 13.

COMMENCEMENT . . . . . Tuesday, June 29.

ALUMNÆ DAY . . . . . Wednesday, June, 30.

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---

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ANDREW FISKE, PH.D.  
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GEORGE HOWE DAVENPORT.  
ALPHEUS H. HARDY, B.A. (*ex officio*).  
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HENRY E. COBB, M.A.  
ANDREW FISKE, PH.D.  
SAMUEL B. CAPEN, M.A., LL.D.  
ALPHEUS H. HARDY, B.A. (*ex officio*).

---

**HONORARY FELLOW IN ASTRONOMY**

---

WILLIAMINA PATON FLEMING,  
*Curator of Astronomical Photographs, Harvard University.*

\* Resigned December, 1907.





## OFFICERS OF INSTRUCTION AND GOVERNMENT \*

---

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Science.

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Professor of Chemistry.

ALICE VAN VECHTEN BROWN,  
Clara Bertram Kimball Professor of Art.

\* Arranged according to rank in the order of appointment.

‡ Absent on leave for a part of the year.

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† HAMILTON CRAWFORD MACDOUGALL, Mus.D.,  
Professor of Music.

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Professor of Rhetoric and Composition.

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Professor of Botany.

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SOPHIE JEWETT,  
Associate Professor of English Literature.

† Abroad for the sabbatical year.

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Associate Professor of Chemistry.

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on the Helen Day Gould Foundation.

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Associate Professor of Mathematics.

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ANNA JANE McKEAG, PH.D.,  
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Associate Professor of Italian and Curator of the Frances  
Pearsons Plimpton Library of Italian Literature.

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Associate Professor of Biblical History  
on the Helen Day Gould Foundation.
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Associate Professor of English Language.
- †ETHEL DENCH PUFFER, PH.D.,  
Associate Professor of Æsthetics.
- MARTHA HALE SHACKFORD, PH.D.,  
Associate Professor of English Literature.
- MABEL AUSTIN SOUTHARD, B.S., M.D.,  
Associate Professor of Hygiene and Medical Director.
- CAROLINE REBECCA FLETCHER, M. A.,  
Associate Professor of Latin.
- JULIA SWIFT ORVIS, PH.D.,  
Associate Professor of History.
- NATALIE WIPPLINGER, PH.D.,  
Associate Professor of German.
- MALVINA BENNETT, B.S., M.A.,  
Associate Professor of Elocution.
- KARL MCKAY WIEGAND, PH.D.,  
Associate Professor of Botany.
- JOSEPH NICKERSON ASHTON, M.A.,  
Acting Associate Professor of Music.
- GRACE EVANGELINE DAVIS, M.A.  
Instructor in Physics.
- †GRACE LANGFORD, B.S.,  
Instructor in Physics.
- FLORENCE JACKSON, M.A.,  
Instructor in Chemistry.

†Absent on leave.



MARY ALICE BOWERS, M.A.,  
Instructor in Zoology.

FRANCES MELVILLE PERRY, M.A.,  
Instructor in Rhetoric and Composition.

† ROXANA HAYWARD VIVIAN, Ph.D.,  
Instructor in Mathematics.

CHARLES LOWELL YOUNG, B.A.  
Instructor in English Literature.

EDITH SOUTHER TUFTS, M.A.,  
Instructor in Greek.

EDNA VIRGINIA MOFFETT, Ph.D.,  
Instructor in History.

† JOSEPHINE MAY BURNHAM, Ph.B.,  
Instructor in Rhetoric and Composition.

MIRIAM HATHAWAY, B.A.,  
Instructor in Mathematics.

HERMINE CAROLINE STUEVEN,  
Instructor in German.

HENRY SAXTON ADAMS, B.A.S.,  
Instructor in Botany and Consulting Landscape Architect.

EDITH WINTHROP MENDALL TAYLOR, B.A.,  
Instructor in Rhetoric and Composition.

GEORGE ARTHUR GOODELL, M.A.,  
Instructor in Chemistry.

† VALENTINE JULIE PUTHOD,  
Instructor in French.

CAROLINE BURLING THOMPSON, Ph.D.,  
Instructor in Zoology.

EDITH ROSE ABBOT,  
Instructor in Art.

† Absent on leave.

† MARY CAMPBELL BLISS, M.A.,  
Instructor in Botany.

ELIZABETH AVERY COLTON, M.A.,  
Instructor in Rhetoric and Composition.

ELEANOR IRENE BURNS, B.A.,  
Instructor in Physics.

EVA LOUISE MARGUERITE MOTTET, BREV. SUP.,  
Instructor in French.

FLORENCE EMILY HASTINGS, B.A.,  
Instructor in German.

CLARE MACLLELEN HOWARD, M.A.,  
Instructor in Rhetoric and Composition.

MABEL MINERVA YOUNG, M.A.,  
Instructor in Mathematics.

KATRINE WHEELOCK, B.D.,  
Instructor in Biblical History.

KÄTE WOLTERECK,  
Instructor in German.

ADELE LATHROP, M.A.,  
Instructor in English Literature.

ELIZA JACOBUS NEWKIRK, M.A.,  
Instructor in History of Architecture.

ALICE ROBERTSON, PH.D.,  
Instructor in Zoology.

MARY FRANKLIN BARRETT, M.A.,  
Instructor in Botany.

MARIE LOUISE CAMUS, B. ÈS L.,  
Instructor in French.

LINCOLN WARE RIDDLE, PH.D.,  
Instructor in Botany and Curator of the Cryptogamic  
Herbarium.

† Absent on leave.

AGNES FRANCES PERKINS, M.A.,  
Instructor in Rhetoric and Composition.

HETTY SHEPARD WHEELER, M.A.,  
Instructor in Musical Theory.

MARIANA COGSWELL, B.A.,  
Instructor in German.

MABEL ELISABETH HODDER, M.A.,  
Instructor in History.

ELLA MAUDE CIPPERLY WIEGAND, B.A.,  
Instructor in Botany.

ELIZABETH WHEELER MANWARING, B.A.,  
Instructor in English Language and Composition.

LOUISE EMMA SYLVESTER, B.A.,  
Instructor in Mathematics.

CAROLINA MARCIAL, B.A.,  
Instructor in Spanish.

EDITH ABBOTT, PH.D.,  
Instructor in Economics.

MARY INDA HUSSEY, PH.D.,  
Instructor in Biblical History.

AMY KELLY, B.A.,  
Instructor in Rhetoric and Composition.

CHARLES EDWARD PERSONS, M.A.,  
Instructor in Economics.

FRIDA MARIE RAYNAL, B.A.,  
Instructor in German.

DANIEL STARCH, PH.D.,  
Instructor in Experimental Psychology.

KATHARINE SUSAN ANTHONY, PH.B.,  
Instructor in Rhetoric and Composition.

MAGDELEINE OTTEN CARRET, LIC. ÈS L.,  
Instructor in French.

MARIE PAULINE RÉGNIÉ, LIC. ÈS L.,  
Instructor in French.

GUSTI SCHMIDT,  
Instructor in French.

EMILY JOSEPHINE HURD,  
Instructor in Pianoforte.

† CHARLES HERBERT WOODBURY, B.S.,  
Instructor in Drawing.

EBEN FARRINGTON COMINS,  
Instructor in Drawing.

EDITH ESTELLE TORREY,  
Instructor in Vocal Music.

ALBERT THOMAS FOSTER,  
Instructor in Violin.

LUCILLE EATON HILL,  
Director of Physical Training.

MARION DILLINGHAM LUEY,  
Instructor in Physical Training.

CAROLINE LOUISE ALLEN, M.A.,  
Curator of Botany Museum and Assistant in Botany.

MAUD EMILY McCLARY, M.A.,  
Assistant in Latin.

MARY TULLAR HOLLISTER, B.A.,  
Assistant in Physics.

ALICE MARIA OTTLEY, M.A.,  
Assistant in Botany.

IDA WHITESIDE, M.A.,  
Assistant in Astronomy.

† Absent on leave.

- ESTELLA MAY FEARON,  
Assistant in Physical Training.
- ALICE PRENTISS CROMACK, B.A.,  
Assistant in Mathematics.
- SUSAN JOSEPHINE HART,  
Assistant in Rhetoric and Composition.
- ALBERT PITTS MORSE,  
Curator of Zoology Museum and Assistant in Zoology  
Laboratories.
- ELIZABETH PHEBE WHITING,  
Curator of the Whiting Observatory.
- JULIA ANN WOOD HEWITT, B.A.,  
Assistant in Zoology Laboratories.
- 
- HELEN DODD COOK, M.A.,  
Alice Freeman Palmer Fellow.<sup>1</sup>
- 
- EDWARD ERASTUS BANCROFT, M.A., M.D.,  
Consulting Physician.
- SAMUEL ARTHUR KING, M.A.,  
Lecturer in the Department of Rhetoric and Composition.
- 
- HARRIET HAWES,  
Librarian Emeritus.
- CAROLINE FRANCES PIERCE, B.A.,  
Librarian.
- HENRIETTA ST. BARBE BROOKS, B.S.,  
Assistant Librarian.
- ETHELDRED ABBOT, B.A., B.L.S.,  
Curator of Art Library and Collections.
- LILLA WEED, B.A.,  
Cataloguer.
- ELIZABETH HOVEY PARKER,  
Cataloguer.
- JANE LEA CONARD, B.A., B.S.,  
Cataloguer.

<sup>1</sup> Former holders of this Fellowship are (for 1904-1905) Harriet Lehmann, M.A., (1905-1906) Elizabeth Manning Gardiner, M.A., (1906-1907) Anna Johnson, M.A.



## OFFICERS OF ADMINISTRATION

---

CAROLINE HAZARD, M.A., Litt.D., LL.D.,  
PRESIDENT.

ELLEN FITZ PENDLETON, M.A.,  
DEAN.

OLIVE DAVIS, B.S.,  
Director of Halls of Residence and Lecturer on Domestic  
Science.

KATHARINE PIATT RAYMOND, B.A., M.D.,  
Health Officer and Resident Physician.

EDITH SOUTHER TUFTS, M.A.,  
Registrar.

MARY CASWELL,  
Secretary to the President.

EMILIE JONES BARKER, M.D.,  
College Physician and Superintendent of the Eliot.

MARY FRAZER SMITH, B.A.,  
Secretary to the Dean.

GEORGE GOULD,  
Cashier.

BERTHA LYDIA CASWELL,  
Assistant Cashier and Purchasing Agent.

CHARLOTTE SCOTT WHITON,  
Purveyor.

† ANNA STEDMAN NEWMAN,  
Superintendent of Norumbega Cottage.

LOUISE ANNIE DENNISON,  
Superintendent of Freeman Cottage.

† Absent on leave.

MARY ELIZABETH COOK,  
Superintendent of Wood Cottage.

LYDIA SOUTHARD, B.A.,  
Superintendent of Wilder Hall.

MARY ELIDA RUST,  
Superintendent of Noanett House.

MARY SNOW,  
Superintendent of Pomeroy Hall.

HELEN WILLARD LYMAN, B.A.,  
Superintendent of Stone Hall.

HELEN NICKERSON,  
Superintendent of Cazenove Hall.

GEORGIANA SMITH WOODBURY, B.A.,  
Superintendent of Webb House.

ELEANOR SHERWIN, B.A.,  
Superintendent of Fiske Cottage.

EMMA CULROSS GIBBONS, PH.B.,  
Acting Superintendent of Norumbega Cottage.

EMILY POPE TALBOT,  
Superintendent of Simpson Cottage.

EVA FANNY SWIFT,  
Superintendent of Ridgeway Refectory.

FLORENCE EVELYN MCGOWAN,  
Superintendent of Domestic Service in College Hall.

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EMERSON OREN PERKINS,  
Superintendent of the College Plant.

FREDERICK DUTTON WOODS, B.S.,  
Superintendent of Grounds.

## STANDING COMMITTEES

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BOARD OF EXAMINERS.—Professors Chapin (*Chairman*), Bates, Colin, Hart, Hawes, Kendall, Müller, Roberts, Whiting; Associate Professor Chandler, the President and the Dean of the College *ex officio*.

COMMITTEE ON GRADUATE INSTRUCTION.—Professors Roberts, Calkins (*Chairman*); Associate Professor Sherwood, Professor Müller, Associate Professor Merrill, Professor Hawes, the Dean *ex officio*.

LIBRARY COMMITTEE.—Miss Pierce (*Chairman*); Associate Professor McKeag; Professor Kendall; Associate Professors Jackson and Walton; Professor Willcox; the President, Librarian Emeritus, and Librarian *ex officio*.

COMMITTEE ON CONSTITUTIONS.—Associate Professors Fletcher (*Chairman*), Edwards; Miss Perry.

COMMITTEE ON ADMISSION TO ADVANCED STANDING.—Professors Kendall (*Chairman*), Willcox; Associate Professors Waite, Edwards; the Dean *ex officio*.

COMMITTEE ON INSTRUCTION.—Dean Pendleton (*Chairman ex officio*), Professors Calkins, Hart, Hawes, Whiting, Willcox.

# WELLESLEY COLLEGE

Wellesley, Massachusetts

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## FOUNDATION AND PURPOSE

WELLESLEY COLLEGE was established for the purpose of furnishing to young women who desire to obtain a liberal education such advantages and facilities as are enjoyed in institutions of the highest grade. The first building of the College, erected and equipped under the supervision and through the personal means of the founder, was opened to students in 1875, with the announced purpose "of giving to young women opportunities for education equivalent to those usually provided in colleges for young men." Throughout his work the founder aimed to put into visible form his ideal of the higher education for women, "the supreme development and unfolding of every power and faculty."

By the charter, granted by the Commonwealth of Massachusetts, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

In accordance with the spirit of the founder, the College is undenominational, but distinctively Christian in its influence, discipline, and instruction.

The members of the College meet daily for morning prayers in the beautiful chapel presented in 1899 by Miss Elizabeth G. Houghton and Mr. Clement S. Houghton, as a memorial to their father. Services on Sunday are conducted in this chapel

by preachers of different denominations. At all these services and at vespers on Sunday, the singing is led by a trained choir of students under the direction of the professor of music.

The Wellesley College Christian Association, organized to promote religious life, to arouse an intelligent interest in social reforms, and to foster interest in home and foreign missions, meets weekly for prayer and religious instruction in the chapel given by the founder of the College.

The department of Biblical History affords the systematic study of the Bible required of all students.



## ADMISSION

Applications for admission should be made upon forms which will be furnished by the Dean on request. An application fee of ten dollars is required from all candidates for admission, and no application is recorded until this fee is received (see page 136). Rooms in college houses are assigned to new students in the order of application for admission to College. It is desirable, therefore, that applications should be made several years in advance. Moreover, since the number of new students admitted is limited by the capacity of lecture rooms, for the past few years it has been found necessary early in the spring to close the application list for the following September. Candidates, therefore, who delay their applications beyond the first of January of the year in which they propose to enter are liable to find the application list closed.

### ADMISSION TO THE FRESHMAN CLASS

Students are admitted either by examination (see pages 25 to 27) or by certificate (see pages 27 to 29).

Every candidate for a degree must offer for admission to the freshman class subjects amounting to fifteen "points." The points assigned to the subjects indicate the number of years, with five recitations a week, which will normally be required in the secondary school to make adequate preparation.

Every candidate must offer :—

|                                      |               |
|--------------------------------------|---------------|
| English . . . . .                    | three points. |
| History . . . . .                    | one point.    |
| Mathematics . . . . .                | three points. |
| Latin . . . . .                      | four points.  |
| A Second Language . . . . .          | three points. |
| Greek or French or German (maximum). |               |
| A Third Language . . . . .           | one point.    |
| Greek or French or German (minimum). |               |
| or                                   |               |
| A Science :                          |               |
| Chemistry or Physics . . . . .       | one point.    |

For full details regarding requirements in these subjects, see pages 29-40.

The subjects prescribed for admission are divided into three groups, A, B, C, as follows:—

*Group A.* History, Plane Geometry, Cæsar, Cicero, Vergil and Prosody, Greek Grammar, Anabasis, Iliad, German maximum requirement (except prose composition and the use of the spoken language), French maximum requirement (except prose composition and the use of the spoken language).

*Group B.* Chemistry and Physics.

*Group C.* English (Composition and Literature), Algebra, Latin Prose Composition, Greek Prose Composition, French (prose composition and the use of the spoken language of the maximum requirement), German (prose composition and the use of the spoken language of the maximum requirement), Greek, French, and German minimum requirements.

Final examinations in subjects of *Group A* may be taken *at any time* during the college preparatory course. Final examinations in subjects of *Group B* must be taken not earlier than *fifteen months before entrance* in September. Final examinations in subjects of *Group C* must be taken *not earlier than during the school year immediately preceding admission to college*.

☞ The above applies to final examinations held by principals of schools, preliminary to granting certificates, as well as to the admission examinations.

Candidates will not be admitted if conditioned in two, or if heavily conditioned in one, of the following subjects: Latin, Greek, French, German, Mathematics, Chemistry, Physics.

A candidate for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health. A blank form for the certificate of health will be sent to all registered applicants for admission.

The student who has met all entrance requirements is qualified for immediate matriculation for the Baccalaureate degree in Arts.

All communications concerning admission should be addressed to the Dean of Wellesley College, Wellesley, Mass.

## ADMISSION BY EXAMINATION

## JUNE EXAMINATIONS

*Candidates who propose to enter by examination must take all examinations in June, except such as, by permission, may be postponed until September.*

The entrance examinations conducted at Wellesley College in June are the examinations of the College Entrance Examination Board, of which Wellesley College is a member. These examinations will be held June 15-20, 1908.

In order to meet the requirements for admission to Wellesley College, candidates must pass examinations in the following subjects, as defined in the Documents issued by this Board:—

English: a, b.

History\*: a, or c, or d.

Mathematics: a (i, ii), c.

Latin: a, l, b, c, m, and dq.

Maximum Second Language:

Greek: a, f, b, g, and ch;

or

French: a, b;

or

German: a, b.

Minimum Third Language or Science:

French: a;

or

German: a;

or

Chemistry;

or

Physics.

All applications for examination, and all other inquiries, must be addressed to the Secretary of the College Entrance Examination Board, Post Office Sub-Station 84, New York,

\* Attention is called to the fact that the Board holds no separate examinations in Greek and Roman History. Applicants proposing to offer either Greek or Roman History alone should apply to the College for permission to postpone this examination until September.

N. Y., and must be made upon a blank form to be obtained from the Secretary of the Board upon application.

*A list of places at which the examinations are to be held in June, 1908, will be published about March 1st. In order that they may receive proper consideration, requests that the examinations be held at particular points should be transmitted to the Secretary of the Board not later than February 1st.*

Applications for examination at points in the United States east of the Mississippi River (also at Minneapolis, St. Louis, and other points on the Mississippi River) must be received by the Secretary on or before Monday, June 1, 1908; applications for admission to examination elsewhere in the United States or in Canada must be received on or before Monday, May 25, 1908; and applications for examination at points outside the United States and Canada must be received on or before Monday, May 11, 1908.

Applications received later than the dates named will be accepted when it is possible to arrange for the examination of the candidates concerned, but only upon payment of five dollars in addition to the usual examination fee. Candidates filing belated applications do so at their own risk.

The examination fee is five dollars for all candidates examined at points in the United States and Canada, and fifteen dollars for all candidates examined at points outside of the United States and Canada. The fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the College Entrance Examination Board.

### SEPTEMBER EXAMINATIONS

Admission examinations are offered by the College in September as heretofore. In general these examinations are open to those candidates only who propose to enter the current September.

### SCHEDULE OF EXAMINATIONS,

#### SEPTEMBER, 1908

#### TUESDAY, SEPTEMBER 29.

|                  |  |
|------------------|--|
| 8.30-10.30 A. M. | Algebra.   |
| 10.45-12.30      | Plane Geometry.  |
| 1.30- 3.15 P. M. | Chemistry, Physics.  |
| 3.30- 5.30       | History (American, English, Greek, Roman,<br>Greek and Roman). |

**SCHEDULE OF EXAMINATIONS (Continued)****WEDNESDAY, SEPTEMBER 30.**

|                  |                          |
|------------------|--------------------------|
| 8.30-10.00 A. M. | Cicero.                  |
| 10.15-11.45      | Latin Prose Composition. |
| 2.00- 3.00 P. M. | Cæsar.                   |
| 3.00- 4.30       | Vergil.                  |

**THURSDAY, OCTOBER 1.**

|                  |                                     |
|------------------|-------------------------------------|
| 8.30-12.30 A. M. | English Composition and Literature. |
| 2.00- 4.30 P. M. | French (minimum).                   |
| "                | German (minimum).                   |
| "                | Greek (minimum).                    |

**FRIDAY, OCTOBER 2.**

|                  |                          |
|------------------|--------------------------|
| 8.30-10.00 A. M. | Greek Grammar.           |
| 10.15-11.45      | Greek Prose Composition. |
| 8.30-12.00       | German (maximum).        |
| 2.00- 3.00 P. M. | Anabasis.                |
| 3.00- 4.30       | Iliad.                   |
| 2.00- 5.30       | French (maximum).        |

**ADMISSION BY CERTIFICATE**

Any school whose equipment and curriculum enable it to prepare students for the freshman class, upon complying with the regulations stated below, may receive the right to give a certificate of scholarship which shall exempt the candidate from college examinations for admission in the subjects satisfactorily covered by the certificate.

**RIGHT OF CERTIFICATION**

Any school in New England desiring the right of certification should apply to the Secretary of the New England College Entrance Certificate Board, Prof. Nathaniel F. Davis, 159 Brown Street, Providence, R. I., before April first of the year in which it is proposed to make use of the privilege.

Any school outside New England desiring the right of certification should apply to the Dean of the College between October first and March first of any year.

In response to this application a blank form will be sent, which the principal is requested to fill out and return, sending

with it a catalogue or circular of the school. *Specimen laboratory notebooks* must be submitted before science courses will be approved.

*During the interval between March first and October first applications for the right of certification will not be considered by the Board of Examiners.*

In case the credentials of the school are approved by the Board of Examiners, the right of certification is given for three years. At the expiration of this time the renewal of the right will depend upon the number of students sent during the three years either to Wellesley College or to some other college of equal rank, and upon the character of the preparation of these students as shown by their college record. The right of certification may be withdrawn at any time from any school which fails to give complete and satisfactory preparation.

#### CERTIFICATE OF SCHOLARSHIP

1. After a school has received the right of certification, the principal must present, upon a blank form furnished by the College, a certificate of scholarship for each candidate.

2. All certificates and laboratory notebooks must be forwarded in time to be received at the College *by July first*. On or before August first each candidate will be informed of the decision with regard to her certificate. Certificates received *after July first* may be refused, and in any case the decision will be necessarily delayed to the great disadvantage of the candidate.

3. All certificates must show distinctly that the candidate has met in detail the requirements as published in the current Calendar. Whenever any variation has been allowed, the work done must be specifically stated and offered as an equivalent, to be accepted or refused. *Attention is called to the division of the admission subjects into Groups A, B, C, stated on pages 23 and 24, and to the fact that final examinations in the subjects of Groups B and C must be taken within a specified time of admission.*

4. All certificates must be signed by the principal of the school, and countersigned by the assistants who have instructed the candidate.

5. Partial certificates from two accredited schools will not be accepted for the admission of a candidate, unless permission has been obtained from the Board of Examiners.

6. All work completed after July first must be tested by examination at the College in September. Certificates for such work will not be accepted.

7. The candidate who has received the certificate of a principal will not be exempt from the examinations for admission in any particular subject, unless her certificate shows that she has satisfactorily accomplished the full amount of work required in that subject. Any student whose certificate is found on July first to be seriously deficient, may be refused the privilege of taking examination the following September.

## REQUIREMENTS FOR ADMISSION

The number inclosed in parentheses following the subject indicates the number of points assigned to that subject, that is, the number of years with five recitations a week which will normally be required in the secondary school for adequate preparation in the subject. If the certificate of a candidate shows that the time given to any subject is less than that indicated as necessary by the number of points an examination may be required.

### ENGLISH (3)

*Composition.*—The subjects for the examination in Composition will be taken from the English Literature required for the year. The form of the examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a number set before her in the examination paper in English Literature. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.



To meet the requirement in Composition :—

1. There should be practice in writing equivalent to fortnightly themes the first two years, and weekly themes the last two years of the preparatory course. The subjects for themes should not be drawn chiefly from books. The student should be led, especially for short themes, to choose her own subjects, based on daily experience and observation. She must be able to spell, capitalize and punctuate correctly. She will be expected to have a practical knowledge of the essentials of English grammar, including ordinary grammatical terminology, inflection, syntax, the use of phrases and clauses.

2. There should be systematic study of Rhetoric made subservient to the work in Composition. Particular attention should be given to the structure of the sentence, paragraph and whole composition; to unity, emphasis, and coherence; to good use in words; and to the analysis and topical outlining of essays. The following books are recommended :—

Scott and Denney's *Composition-Rhetoric*; A. S. Hill's *Foundations of Rhetoric*, and as companion book, Huber Gray Buhler's *Practical Exercises in English*; Herrick and Damon's *Composition and Rhetoric*; Newcomer's *Rhetoric*; Carpenter's *Exercises in Rhetoric and Composition* (High School Course); Webster's *Literature and Composition*.

*Literature.*—The Wellesley requirement is that adopted by the Commission of New England Colleges.

#### A. Reading and Practice.

Certain books are set for reading. The candidate is required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors.

The books set for this part of the examination are :—

In 1908: Shakespeare's *Macbeth* and *The Merchant of Venice*; the *Sir Roger de Coverley Papers*; Irving's *Life of Goldsmith*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe* and *The Lady of the Lake*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.



In 1909, 1910, and 1911: Group I (two to be selected). Shakespeare's *As You Like It*; *Henry V*; *Julius Cæsar*; *The Merchant of Venice*; *Twelfth Night*.

Group II (one to be selected). Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, Part I.; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected). Chaucer's *Prologue*; Spenser's *Faerie Queene* (selections); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury* (first series), Books II. and III. with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected). Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens' *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V (two to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc*; and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays* (selected); Ruskin's *Sesame and Lilies*.

Groups VI (two to be selected.) Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (first series), Book IV., with special attention to Wordsworth, Keats and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*; Evelyn Hope, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Hervé Riel*, *Pheidippides*.

## B. Study and Practice.

This part of the examination presupposes the thorough study of each of the works named below. The examination will be upon subject matter, form, and structure.

The books set for this part of the examination are :—

In 1908: Shakespeare's *Julius Cæsar*; Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*; Burke's *Speech on Conciliation with America*; Macaulay's *Essay on Addison* and *Life of Johnson*.

In 1909, 1910, and 1911: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

NOTE.—In the Wellesley examination it is taken for granted that candidates will have learned by heart illustrative passages from all poems read. Books set in the requirements of previous years are satisfactory substitutes.

### HISTORY (1)

A full year course in *one* of the following subjects :—

(1) Ancient History, including a brief introductory study of the earlier nations, but with special emphasis on Greek History to the death of Alexander, and on Roman History to the accession of Commodus.

(2) English History, with due regard to social and political development.

(3) American History, with the elements of Civil Government.

\*(4) The History of Greece to the death of Alexander, with due reference to Greek life, literature, and art.

\*(5) The History of Rome, the Republic and Empire, to the accession of Commodus.

Candidates are advised to offer the course in Ancient History as a part of their preparation.

In the subject chosen, the student should acquire accurate knowledge of the history as presented in a standard text-book of

\* After September, 1910, Greek History only or Roman History only will not be accepted as meeting the entrance requirement.

not less than 300 pages, and should read such fuller authorities as may be available, in amount not less than 500 pages. Some practice in drawing maps to illustrate territorial changes, in making digests of lectures and reading, and in preparing verbal or written reports on subjects assigned for individual investigation is essential to successful work.

Students presenting themselves for examination are expected to bring notebooks, maps, and essays, that may serve as supplementary evidence of the character of their preparation.

### MATHEMATICS (3)

*Algebra.*—Factors, Common Divisors and Multiples, Ratio and Proportion, Theory of Exponents including Imaginaries, Radicals and Equations involving Radicals, Inequalities, Quadratic Equations (including the theory), Binomial Theorem, Arithmetic and Geometric Progressions.

*Plane Geometry.*—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes: the use of text-books which are too elementary, insufficient time spent in preparation, neglect of exercises in original demonstration in Geometry, and of reviews in both Algebra and Geometry. One and one-third years, with daily recitations, is the shortest time in which satisfactory preparation can be made in Algebra, and one year with daily recitations is the minimum in Geometry. It is strongly urged that there be constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

### LATIN (4)

Grammar, including Prosody.

Prose Composition.

The study of composition should form a part of each year's work. The aim of this study should be an accurate knowledge of the main principles of Latin syntax, and flexibility in the use of

both English and Latin idiom. It is suggested that these ends may best be secured by the completion of a standard text-book which gives a systematic study of syntax, together with the writing of such connected passages based on Cæsar and Cicero as will emphasize the differences between English and Latin idiom.

Cæsar, *Gallic War*, four books.

Cicero, seven orations, or six if the *Manilian Law* be one.

Vergil, *Æneid*, six books.

Candidates must be prepared to translate at sight Latin of average difficulty, and to write in Latin connected passages based upon Cæsar and Cicero.

Equivalents are accepted, but verse is not accepted in place of prose, nor anything instead of the required translation of English into Latin.

The teachers of Latin in the preparatory schools are urged to insist upon the use of good English in translation.

The study of Greek is strongly recommended to candidates who plan to elect courses in Latin in college.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

### GREEK (1 or 3)

#### Maximum Requirement (3)

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition. At least forty written exercises based upon the Greek of Xenophon, including connected passages and accompanied by a systematic study of the main principles of syntax.

Xenophon, *Anabasis*, three books.

Homer, *Iliad*, three books, with scansion.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty, and to write in Greek a connected passage based upon Xenophon.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

The teachers of Greek in the preparatory schools are urged to insist upon the use of good English in translation.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

#### Minimum Requirement (1)

Systematic study of etymology from a standard grammar in connection with a book of First Lessons. *Anabasis*, about thirty pages. Practice in writing Greek.

This preparation admits the student to course 14 in College, and these two courses complete the preparation for course 1 (see page 89).

#### FRENCH (1 or 3)

##### Minimum Requirement (1)

The preparation for this requirement should comprise :—

(1) Careful drill in pronunciation.

(2) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, of nouns, adjectives, participles, and pronouns; the simpler uses of the conditional and subjunctive, the elementary rules in syntax, and their application in the construction of sentences.

(3) Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. These exercises should include frequent practice

in French narrative, with a due regard to the idiomatic use of tenses such as the *passé indéfini*, the *imparfait*, the *conditionnel*.

(4) Writing French from dictation.

(5) The reading of 300 duodecimo pages of graduated texts from at least three different authors, with constant practice in translating into French easy variations upon the texts read, and in reproducing from memory sentences previously read.

(6) Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.

(7) Training from the outset to understand French, both when spoken and read aloud, and to answer ordinary questions in that language.

#### Maximum Requirement (3)

To meet the maximum requirement in French, the candidate must present *the whole minimum requirement* as given above and, *in addition*, the following:—

(1) A thorough, practical knowledge of grammar.

(2) Ability to translate connected paragraphs, based on standard authors, into clear, idiomatic French.

(3) Ability to read any ordinary French whatsoever.

(4) Ability to understand a lecture given in French.

(5) Ability to speak correctly and idiomatically in French upon simple topics.

(6) The reading of a thousand duodecimo pages (that is, seven hundred pages in addition to the amount prescribed for the minimum requirement) from at least four authors, as indicated below.

These results may be obtained by an exhaustive study of any good grammar, with constant practical tests; by translation from English into French; by paraphrasing texts read, or, by direct free

composition in French, together with critical reading of texts. It is particularly urged that these texts be chosen from nineteenth century writers of prose, verse, and drama, and if possible from more than four authors.

In order to secure the desired results, the main emphasis should be laid on the correct daily use of the spoken language in the class room, on the correct and intelligent reading of French (apart from translation) and on prose composition, including the writing of short themes in French.

The texts suggested for reading are :—

(1) For minimum requirement : Laboulaye : *Contes bleus* ; Daudet : *Trois contes choisis* ; France : *Abeille* ; Malot : *Sans Famille* ; de la Brète : *Mon Oncle et Mon Curé* ; Enault : *Le Chien du Capitaine* ; Legouvé et Labiche : *La Cigale chez les Fourmis*.

(2) For maximum requirement : Lamartine : *Scènes de la Révolution française* ; Vigny : *La Canne de Joux* ; Daudet : *Choix d'Extraits*, or, *Le Petit Chose* ; Maupassant : *Huit Contes Choisis* ; Renan : *Souvenirs d'Enfance et de Jeunesse* ; About : *Le Roi des Montagnes* ; Balzac : *Le Curé de Tours* ; Colin : *Contes et Saynètes* (Ginn & Co.) ; Colin : *Advanced Sight Translation* ; Sandeau : *Mlle. de la Seiglière* ; Scribe et Legouvé : *Bataille de Dames* ; Aü-gier : *Le Gendre de M. Poirier*. The editions recommended are those published by D. C. Heath & Co., except *Contes et Saynètes*.

### GERMAN (1 or 3)

#### Minimum Requirement (1)

The preparation for this requirement should comprise :—

(1) A distinct German pronunciation which should be acquired at the outset by a drill in phonetics.

(2) Drill upon the rudiments of grammar ; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, adjectives, pronouns, weak verbs, and the more usual strong verbs ; also upon the use of the more common prepositions, of the modal auxiliary, and of the elementary rules of syntax and word order. This drill upon the rudiments of grammar should be directed to the ends of enabling the



pupil (1) to use his knowledge with facility in the formation of sentences, and (2) to state his knowledge correctly in the technical language of grammar.

(3) Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the oral and written reproduction of natural forms of expression. These exercises should include practice in the translation into German of easy variations upon the matter read.

(4) Mastery of a vocabulary sufficient to understand and answer in German, simple questions upon the texts read.

(5) The reading of about 200 pages of graduated texts.

(6) Ability to read or write German script. This is not an absolute requirement, but students are strongly advised to become familiar with the German script at the outset.

#### Maximum Requirement (3)

To meet the maximum requirement in German the candidate must present *the whole minimum requirement* as given above, *and in addition* the following :—

(1) An accurate knowledge of more advanced grammar, *i. e.*, of the less usual strong verbs, the principal uses of prepositions and conjunctions, the elements of word formation, the essentials of German syntax, the uses of modal auxiliaries, of the subjunctive and infinitive moods.

(2) Ability to speak correctly and idiomatically in German upon simple topics, and to understand the German spoken in the class room.

(3) Proficiency in paraphrasing, in *freie Reproduktion*, in writing of themes based on the works read.

(4) Ability to translate offhand simple texts, especially from English into German.



(5) The reading of at least seven hundred pages of classical and contemporaneous authors (that is, five hundred in addition to the amount for the minimum requirement).

(6) Knowledge of a number of choice lyric poems to be selected from the Volkslieder and from Goethe's lyrics especially.

☞ The desired results are *not* obtained if the main emphasis in the work is laid on translation from German into English instead of emphasizing the use of the spoken language in the class room, prose composition, and *freie Reproduktion*

### CHEMISTRY (1)

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, *Document No. 25 or 30*.

The student should perform experiments in the laboratory to illustrate the properties of the most important elements, both metallic and non-metallic, and their compounds, and it is strongly recommended that a few of these experiments should be of a quantitative nature.

In addition to an examination or certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work, and must be presented with the certificate on or before July 1st, or at the time of the examination. In case the notebook is lacking or inadequate, a laboratory test will be given.

### PHYSICS (1)

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, *Document No. 25 or 30*. In addition to an examination, or a certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must be *indexed* and bear the endorsement of the teacher, certifying that the

notes are a true record of the student's work, and they must be presented with the certificate on or before July 1st, or at the time of the examination.

### ADMISSION TO ADVANCED STANDING

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and must also be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Such candidates, if they come from other colleges, may present certificates of college work, but should clearly understand that these do not necessarily exempt them from examinations.

Each candidate should apply for a statement of the credentials which she will need to present.

Candidates for advanced standing whose credentials admit them *to junior or higher rank*, will take precedence of candidates for the freshman class in the assignment of rooms.

All correspondence should be addressed to the Dean of the College.

### ADMISSION OF STUDENTS NOT CANDIDATES FOR A DEGREE

Opportunities for special study are offered to students who are not candidates for a degree, but are qualified to undertake college work.

Applicants who give satisfactory evidence of ability to pursue advanced courses of study may be admitted at the discretion of the Board of Examiners, provided that they satisfy the requirements of the departments which they propose to enter. It will be noted that opportunities of prosecuting work along special lines are thus open to persons of experience and success in teaching who possess the requisite qualifications for admission to college classes.

Applicants of less maturity and acquirement are not ordinarily admitted, but if such desire admission they must expect to meet, by examination or by certificate from an accredited school, the requirements prescribed for admission to the freshman class, or a full equivalent for them, and to satisfy such additional requirements as are prescribed by the departments which they propose to enter.

All courses, graduate as well as undergraduate, are open to special students, subject to the conditions stated by the various departments ; but every such student is expected to choose a primary subject to which she should devote the greater part of her time. A student who creditably completes a prescribed group of courses will be granted a certificate.

As the capacity of halls of residence is not sufficient for candidates for degrees, special students cannot be lodged in the college buildings. Comfortable homes may be found in the village at about the same expense as in college houses.

All correspondence should be addressed to the Dean of the College.

## COURSES OF INSTRUCTION

The following Courses of Instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I including elementary courses and grade III the most advanced courses. The Roman numeral following the title of a course indicates the grade to which it belongs.

### ART

PROFESSOR: ALICE VAN VECHTEN BROWN.

INSTRUCTORS: ¶ CHARLES HERBERT WOODBURY, B.S., A.N.A.,  
EDITH ROSE ABBOT, ELIZA JACOBUS NEWKIRK, M.A.,  
EBEN FARRINGTON COMINS.

1. History of Architecture. From the Classic Period through the Renaissance. II.

*Open to students who have completed either courses 12 or 13. Three hours a week for a year.*

Miss Newkirk.

The aim of this course is to give a general view of the development of styles and a thorough understanding of their essential elements, both constructive and decorative.

First semester: Introduction to the subject and history of Architecture from the Classic to the Gothic periods. Second semester: Architecture of the Gothic and Renaissance periods.

Text-book: *History of Architecture*, by A. D. F. Hamlin.

- \* 2. Outline History of Greek Sculpture. II.

*Open to students who have completed either course 12 or 13. Three hours a week for a year.*

Text-book: *Handbook of Greek Sculpture*, by Ernest A. Gardner. In this course the great periods will be the main subject of study, and more stress will be laid on the spirit of Greek art than upon archæological details.

\* Not offered in 1907-1908.

¶ Absent on leave.

3. History of Italian Painting through the Fifteenth Century. II.

*Open to students who have completed either course 12 or 13. Three hours a week for a year.*

Miss Abbot.

The course for the year 1907-1908 will lay special emphasis on the qualities of composition and the analysis of individual paintings for the development of artistic appreciation.

Subject: As introduction, Early Christian and Byzantine Art; schools of the thirteenth and fourteenth centuries; Renaissance Movement from Masaccio to its culmination. Schools of Siena, Umbria and Venice through the fifteenth century with a brief introduction to the Great Masters of the High Renaissance.

Syllabus: *Outline of Italian Painting through the Fifteenth Century*, by William Rankin.

4. Certain phases of Italian Renaissance Architecture. III.

*Open to students who have completed either course 1 or 9. Three hours a week for a year.*

Miss Newkirk.

The aim of this course is to offer more detailed study of a special period, and to give training in the direction of research work.

\* 7. History of Greek Sculpture. Seminary. III.

*Open to graduates and seniors who have completed course 2 or its equivalent. Three hours a week for a year.*

In this course one limited period of Greek sculpture will be carefully studied.

All must read in preparation *Handbook of Greek Sculpture*, by Ernest A. Gardner.

\* Not offered in 1907-1908.

\* 8. History of Italian Painting. Seminary. III.

*Open to graduates and seniors who have completed course 3 or 10, and to others by permission of the instructor. Three hours a week for a year.*

The aim of this course is to study a given epoch in detail, and to train students for independent work. In preparation for this course an acquaintance with the outline of the history of Italian painting is required.

10. History of Italian Painting during the High Renaissance. III.

*Open to students who have completed course 3. Three hours a week for a year.*

Professor Brown.

In this course critical study will be given to the position and quality of the following artists, Leonardo, Michelangelo, Raphael, Correggio, Giorgione, Titian, Tintoretto, and Veronese. Critical and artistic study of photographs is required, and an understanding of the methods used by Crowe and Cavalcaselle, Berenson, Morelli, and other critics.

§ 12. Elementary Course. I.

*Open to freshmen only. Four hours a week for a year. No prerequisites.*

Miss Abbot.

Designed for freshmen who enter college with the intention of specializing in Art. This course is a combination of history and practice, and will include an introductory study of the History of Architecture, Sculpture, and Painting, illustrated by sketching from photographs, and by practical studio work in drawing, composition, and modeling in clay. It will be conducted by the scientific method of laboratory observation and practice. No other work may be substituted for the laboratory practice.

\* Not offered in 1907-1908.

§ Either Art 12 or Art 13 is a prerequisite to further election for all students.

## § 13. Introductory Course. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year. No prerequisites.*

Professor Brown.

This course furnishes an outline of the general development of styles in Architecture, Sculpture, and Painting.

This course is complete in itself, but it may be taken in preparation for other courses. Its method of constant laboratory work leads directly into the methods of the more advanced courses in the department. This course is not open to students who have taken or are taking any other history course in the Art Department.

## 5. Studio Practice. I.

*Open to sophomores, juniors, and seniors. No prerequisites. One hour a week for a year. (Three hours of studio practice.)*

Miss Newkirk.

Drawing, sketching, modeling.

## 14. Studio Practice. II.

*Open by permission of the instructor to students who are taking or have completed course 5. One hour a week for a year. (Three hours of studio practice.)*

Fall Term, Miss Newkirk.

Winter and Spring Terms, Mr. Comins.

Drawing. Color work by permission.

## 15. Studio Practice. II.

*Open by permission of the instructor to students who are taking or have completed course 14. One hour a week for a year.*

Fall Term, Miss Newkirk.

Winter and Spring Terms, Mr. Comins.

Drawing and color work.

§ Either Art 12 or Art 13 is a prerequisite to further election for all students.

## 16. Studio Practice. II.

*Open by permission of the instructor to juniors and seniors who have completed course 5. Two hours a week for a year.*

Fall Term, Miss Newkirk.

Winter and Spring Terms, Mr. Comins.

Painting or drawing from life at the discretion of the instructor.

NOTE.—No studio course will count toward the degree until one course in the History of Art has been taken. After one course in the History of Art has been completed, three hours of studio work as indicated in 5, 14, 15, 16, above, equivalent to nine hours of studio practice, may count toward the degree; *four hours of studio work*, equivalent to twelve hours of studio practice, may so count, if *six hours* in the History of Art have been completed.

Students in art courses are required to use laboratory methods, examining and comparing, sketching or describing, the photographs used in illustration.

Previous preparation in drawing is not required.

The art library is open to students from 8 to 5.30 daily, and from 7 to 9 in the evening.

N. B. Any student who desires to give yearly the time of one full course to studio work throughout her college course may do so by spending five years in college before taking her degree, instead of four.

## ASTRONOMY

PROFESSORS: SARAH FRANCES WHITING, D.Sc., ELLEN HAYES, B.A.

ASSISTANT: IDA WHITESIDE, M.A.

## 1. Physical Astronomy. II.

*Open to juniors, and seniors, and to sophomores who have completed Physics 1, or an equivalent. Three hours a week for a year.*

Miss Whiting, Miss Whiteside.

A general survey of present knowledge of the universe,



and of the methods by which this knowledge has been obtained.

Special emphasis upon astrophysics. One third of the course consists of observation of the heavens with and without instruments, work with the spectroscope, with the ephemeris, charts, photographs.

## 2. Practical Astronomy. II.

*Open to students who have completed Pure Mathematics 1. Three hours a week for a year.*

Miss Hayes.

An outline of Astronomy, with practice in the use of instruments for the determination of the position of a heavenly body; time, latitude.

## † 3. Advanced Astronomy. III.

*Open to students who have completed course 2, and who have completed or are taking course 1 in Applied Mathematics. Three hours a week for a year.*

Miss Hayes.

Work at the observatory with clock, chronograph, sextant, surveyor's transit, prismatic transit, equatorial telescope.

Text-books: Campbell's *Practical Astronomy*; Chauvenet's *Method of Least Squares*.

## † 4. Celestial Mechanics. Observatory Work. III.

*Primarily for graduate students who have completed course 3, or an equivalent. Three hours a week for a year.*

Miss Hayes.

The course will include the development of the theory of a parabolic orbit, and the determination of one such orbit, with special training in computing.

The practical work of course 3 will be continued.

† Withdrawn for the current year.

## 5. Advanced Work in Astrophysics. III.

*Primarily for graduate students who have had at least one year of Astronomy. Three hours a week for a year.*

Miss Whiting, Miss Whiteside.

The use of instruments and consultation of original memoirs in the study of astronomical spectroscopy, variable stars, the solar surface, measurement of photographic plates.

## BIBLICAL HISTORY, LITERATURE AND INTERPRETATION

ASSOCIATE PROFESSORS: ADELAIDE IMOGENE LOCKE, B.A., S.T.B.,  
ELIZA HALL KENDRICK, PH.D.: FOR GREEK TESTAMENT:  
ANGIE CLARA CHAPIN, M.A., PROFESSOR OF GREEK.

INSTRUCTORS: KATRINE WHELOOK, B.D.,  
MARY INDA HUSSEY, PH.D.

### I. Hebrew

## † 1. Elementary Hebrew. II.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Hussey.

The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary. Davidson's *Introductory Hebrew Grammar*.

During the third term reading of the book of Ruth and of stories selected from Genesis, Judges, or I Samuel.

At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament.

### II. Biblical History

The requirement in Biblical History for a degree is met by taking courses 1 or 10, and *one* of the following courses: 3, 4, 5, 6, 8.

#### 1. Studies in Hebrew history from the settlement of Canaan to the Maccabean Period. I.

*Required of sophomores. Two hours a week for a year.*

Miss Wheelock, Miss Hussey.

† Withdrawn for the current year.

## 10. The Development of Thought in the Old Testament. I.

*Open to sophomores. Three hours a week for a year.*

Miss Kendrick.

It is the purpose of the course to offer (a) political and social studies in Hebrew History to the period of Judaism; (b) a survey of the development of thought in the Old Testament as shown in the prophetic, priestly and wisdom literature.

This course counts as equivalent to Biblical History 1 and a one-hour elective.

## 3. The Historical Development of New Testament Thought. II.

*Open to students who have completed Biblical History 1 or 10. Three hours a week for a year.*

Miss Kendrick.

It is the purpose of this course to offer studies in the essential teachings of Christianity as represented by the several New Testament writers. There will be included such historical study of New Testament times and such presentation of the questions of New Testament introduction as are necessary to make intelligible the development of Christian thought.

## 4. Life of Christ. II.

*Open to students who have completed Biblical History 1 or 10. Two hours a week for a year.*

Miss Locke.

This course includes an outline study of the life of Christ—his land, people, and times,—and a special study of some of his teachings.

## 5. Greek Testament I. Text study of the Gospels. II.

*Open to students who have completed Biblical History 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Chapin.

First semester, the synoptic Gospels; second semester, the Gospel of St. John. Lectures and readings.

- \* 6. Greek Testament II. Studies in the life and literature of the Apostolic Age. II.

*Open to students who have completed Biblical History 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Chapin.

Readings from the book of Acts, the Epistles, and the early extra-canonical literature in Greek.

- \* 7. Sources of New Testament Greek in the Septuagint. III.

*Open to students who have completed Greek Testament I. One hour a week for a year.*

Miss Chapin.

Quotations from the Old Testament in the New; lectures. Illustrative readings, chiefly from the Psalms in Greek.

8. The Life of Paul. II.

*Open to students who have completed Biblical History 1 or 10. Two hours a week for a year.*

Miss Wheelock.

A study of the life and writings of Paul. The themes treated: Paul's environment and the influences affecting him; the facts of his life; the contents of his writings; his conception of Christianity; his influence in the church. Study of the text, required readings, class discussions.

- † 9. History of Religions. III.

*Open to students who have completed two courses in Biblical History. Three hours a week for a year.*

Miss Locke.

Introductory study of primitive religions; followed by an outline comparative study of the rise and development of the leading historic faiths.

Lectures, reports of special study, discussions.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

## BOTANY

PROFESSOR: MARGARET CLAY FERGUSON, PH.D.

ASSOCIATE PROFESSOR: KARL MCKAY WIEGAND, PH.D.

INSTRUCTORS: HENRY SAXTON ADAMS, B.A.S.,

† MARY CAMPBELL BLISS, M.A.,  
MARY FRANKLIN BARRETT, M.A.,  
LINCOLN WARE RIDDLE, PH.D.,  
MAUDE CIPPERLY WIEGAND, A.B.

ASSISTANTS: CAROLINE LOUISE ALLEN, M.A.,

ALICE MARIA OTTLEY, M.A.  
MABEL ANNIE STONE, A.B.

## 5. Plant Studies. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Ferguson, Miss Barrett, Miss Ottley,  
Mrs. Wiegand, Miss Stone.

This course is designed to bring the student into sympathy with the plant world, to cultivate the power of careful observation, to give a knowledge of the fundamental principles of plant life and plant breeding, and of the general principles of floriculture.

Lectures accompanied by studies in the laboratory and in the field. As a basis for acquaintance with the nature and work of plants, the structure and development of certain plants are studied from seed germination to fruit formation, and the more simple problems connected with the adjustment of plants to their surroundings are investigated. Students are trained to recognize the spring flowers, and to know our common trees, both in their winter and in their summer condition. During the spring term each student chooses one or two plants, which she studies with reference to the opening of the buds and to cross pollination, and a number of practical exercises are given in the use of manuals in the determination of the names of the flowering plants. Student gardens are a prominent feature of the course. On an average, one appointment each week is spent out of doors, and excursions are made to certain of the notable estates in the vicinity.

† Absent on leave.

## 1. General Botany. II.

*Open to juniors and seniors, and to sophomores who have completed course 5. Three hours a week for a year.*

Miss Ferguson, Mr. Riddle, Mr. Wiegand.

This course seeks to give a general knowledge of the plant kingdom, placing special emphasis on the physiology, morphology and ecology of plants. It treats of plant structures, the fundamental principles of plant life, the relation of plants to their environment, and the evolution of plants as indicated in a study of the comparative morphology of representative plants of the various groups from the Algæ to the Phanerogams. During the spring considerable time is devoted to field studies. A plot of ground twenty feet square is assigned to each student. The plants growing on these plots are observed throughout the year, and at stated intervals reports based on an ecological study of the plants are made. In these reports special emphasis is laid on the relation of structure to environment. Lectures and recitations are accompanied by parallel studies in the laboratory and field.

## 2. Taxonomy of the Algæ, Bryophytes, and Pteridophytes. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Riddle.

A critical study of the structure and development of the Algæ, and of the taxonomy of Algæ, Liverworts, Mosses and Ferns. Lectures accompanied by laboratory and field work aim to give the student intimate acquaintance with the plants belonging to these groups, and practical experience in their determination.

## 3. Taxonomy and Geographical Distribution of the Phanerogams. III.

*Open to students who have taken course 1. Three hours a week for a year.*

Mr. Wiegand.

A study of the genetic relationships and distribution of flowering plants. This course is largely conducted in the laboratory and in the field. It aims to give the student an acquaintance with the local flora in all its seasonal changes, and to give independence in the determination of plants by the use of manuals and keys.

## 6. Mycology. II.

*Open to students who have completed course 1. One hour a week for a year.*

Mr. Riddle.

This course will take up the comparative structure, development and interrelationships of the Fungi. In connection with the classification of the Fungi, opportunity will be offered for practice in the recognition of forms in the laboratory and in the field.

A brief study of the various groups of Fungi. Special attention is given to the study of mushrooms, both in the field and in the laboratory, with reference to edible and poisonous forms. During the winter term opportunity is given for practice in the growth and culture of the mushrooms.

This course supplements course 2 in giving a complete survey of the Cryptogams.

## † 7. Plant Problems. III.

*Open to graduate students and to seniors by permission. Three or six hours a week for a year.*

Miss Ferguson, Mr. Riddle, Mr. Wiegand.

This is primarily a laboratory course, but a definite weekly appointment is made with each student for a report of the papers read and of the progress of her study, and a final paper or thesis embodying the results of her investigations is required. A special problem in one of the following subjects is assigned to each student :—

(1) Embryology: mitosis, sporogenesis, spermatogenesis, oogenesis, fertilization, inheritance, experimental morphology.

(2) Histology: cell and tissue structure, organography, structure-variations in relation to environment.

(3) Physiology: nutrition, growth, development, effects of stimuli on cell activities.

(4) Taxonomy of the Phanerogams: studies in the morphology and phylogeny of the higher plants.

(5) Taxonomy of the Cryptogams: studies in the morphology and phylogeny of the lower plants.

† Withdrawn for the current year.



## 12. Horticulture and Landscape Gardening. I.

*Open by permission of the department to students who have completed course 1 or 5, and to those who have studied Botany in the preparatory school. Three hours a week for the year.*

Mr. Adams.

This course aims to give the student such a knowledge of the art and science of horticulture and landscape gardening as will enable her successfully to carry on gardening for pleasure or profit. During the first semester the subjects considered are soils, manures, fertilizers, propagation, and the cultivation of plants indoors and out, including planting, transplanting, plant protection, pruning, and training. Insect and plant diseases are discussed. The second semester is devoted to landscape gardening. Parks, cemeteries, village improvement, school grounds, school gardens, private estates, gardens old and new, are among the subjects considered.

The lectures are supplemented by reading, work in the greenhouse and garden, practice in making plans, and visits to gardens, nurseries, and estates in the vicinity. During the whole course opportunity is given to keep in touch with the present day movement in outdoor art.

## 13. Comparative Morphology, Histology, and Embryology. III.

*Open to juniors and seniors who have completed course 1. Three hours a week for the year. Course 2 advised but not required as a prerequisite.*

Miss Ferguson.

Preliminary studies of the structure, development, and contents of the vegetable cell, nuclear and cell division, tissue formation. Especial emphasis is given to tracing the development and homologies of sporogenous, reproductive, and embryological organs, and to the problems of evolution and inheritance. A number of permanent microscopic preparations are made by each student as a means of becoming acquainted with the most approved methods in cytological and histological technique.

This course aims to give the student a grasp of the fundamental principles of evolution and inheritance, and



that broad knowledge of the structure and development of plants so essential to power and freedom in teaching botany, and to give adequate preparation for advance or research work in histology and embryology.

14. Botanical Seminary. III.

*Required of graduate students, and open to seniors by permission. One hour a week for the year.*

Miss Ferguson.

Readings and discussions of current literature and reports of problems under investigation.

## CHEMISTRY

PROFESSOR: CHARLOTTE FITCH ROBERTS, PH.D.

ASSOCIATE PROFESSOR: CHARLOTTE ALMIRA BRAGG, B.S.

INSTRUCTORS: FLORENCE JACKSON, M.A., GEORGE ARTHUR GOODELL, M.A.

1. General Chemistry. Lectures and laboratory work. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Bragg, Miss Jackson.

Course 1 is for beginners in Chemistry, and is intended to familiarize the student with the important properties of the elements and their compounds, with their modes of preparation, and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

2. Qualitative Analysis. II.

*Open to students who have completed course 1 or 4. Three hours a week for the first semester.*

Miss Jackson.

This course supplements course 1 by presenting more in detail the properties and characteristic reactions of the metallic elements. Practical methods of separating and recognizing the elements present in mixtures are taught, and the progress of the student is constantly tested by the examination of substances, the composition of which is unknown to the student.

### 3. Organic Chemistry. II.

*Open to students who have completed course 1. Three hours a week for the second semester.*

Miss Bragg.

This course includes a somewhat careful study of the saturated series, dealing very briefly with the unsaturated and benzene series. Experiments are performed in the laboratory to illustrate the behavior of representative substances, and a limited number of preparations are made to familiarize the student with the more common processes of Organic Chemistry.

### 4. Advanced General Chemistry. I.

*Open to freshmen who have met the admission requirement in Chemistry. Three hours a week for a year.*

Mr. Goodell.

The course aims to give a thorough knowledge of the fundamental principles of the science, and to take up, so far as time allows, subjects of interest and importance in daily life, including some elementary work in Sanitary and Domestic Chemistry.

### 5. Quantitative Analysis. II.

*Open to students who have completed course 2. Three hours a week for the second semester.*

Miss Jackson.

In this course a few typical processes involving both volumetric and gravimetric methods are taught to illustrate the general principles of Quantitative Analysis.

### 6. Air, Water, and Food Analysis. III.

*Open to students who have completed courses 2, 3 or 7, and 5. Three hours a week for the first semester.*

Miss Bragg.

7. Organic Chemistry, with laboratory work in organic preparations. III.

*Open to students who have completed courses 1, 2, and 5.  
Three hours a week for a year.*

Miss Roberts.

8. Theoretical Chemistry. III.

*Open to students who have completed course 3 or 7.  
Three hours a week for the second semester.*

Miss Roberts.

9. Selected Subjects in Theoretical and Physical Chemistry, with laboratory work in the determination of vapor densities and molecular weights. III.

*Open to seniors and graduates who have completed course 8. Three hours a week for a semester.*

Miss Roberts.

10. Advanced Laboratory Course : Special Work in Organic Preparations, or Problems of Food Analysis, or Advanced Analytical Chemistry. III.

*Open to seniors and graduates. Three hours a week for a semester.*

Miss Roberts.

The work for 1907-1908 is in Organic Preparations. The subject treated each year is arranged on consultation with the department.

Courses 9 and 10 will not ordinarily be given the same year.

11. Historical Chemistry. II.

*Open to students who have completed course 1 or 4. Two hours a week for a year.*

Miss Roberts.

This course treats of the beginnings of Chemistry, and its development to modern times. It includes a study of the work of the alchemists, and of the lives and discoveries of the more prominent founders of the science.

## ECONOMICS AND SOCIOLOGY

PROFESSOR: † KATHARINE COMAN, B.A.

ASSOCIATE PROFESSOR: EMILY GREENE BALCH, B.A.

INSTRUCTORS: EDITH ABBOTT, PH.D.; C. E. PERSONS, M.A.

### 1. Elements of Economics. I.

*Open to freshmen and sophomores. Two hours a week for the year.*

Miss Abbott.

An introductory course designed to give the student acquaintance with economic facts and training in economic reasoning. Illustrations will be drawn from actual observation of the conditions determining prices, land values, wages, profits, and standard of living. In the second semester, certain legislative problems relating to currency, banking, the tariff, etc., will be discussed in the form of class debates.

### 2. Industrial History of the United States. III.

*Open to juniors and seniors who have completed course 1 or 15. Three hours a week for a year.*

Mr. Persons.

A study of our national development in its material and social aspects, accompanied by a critical review of economic legislation. Coman's *Industrial History of the United States* will serve as a guide in class discussion. Each student will undertake to investigate a special phase of the general subject, and will submit two final papers, one in February and one in June, representing about half the working time required by the course.

### 3. Industrial History of England. II.

*Open to students who have completed or are taking course 1 or 15. Three hours a week for the first semester.*

Miss Abbott.

A study of the evolution of industrial forms, more especially of villeinage, guilds, domestic manufacture, the factory system, capitalist farming, and modern commerce. Each student will be expected to submit a final paper discussing some nineteenth century problem.

† Absent on leave for the second semester.

## 4. Socialism. III.

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the first semester.*

Miss Balch.

A critical study of modern socialism, including the leading theories, political movements, and certain socialistic experiments. Special attention will be given to Karl Marx, and selected parts of *Capital* will be read by the class. A reading knowledge of French and German is desirable but not indispensable.

## \* 5. Statistical Study of Certain Economic Problems. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the second semester.*

Miss Balch.

The course is introduced by lectures on the principles of statistical research. Each member of the class undertakes the investigation of a particular problem, and reports the results of her inquiry in the form of a final paper. The graphic method of presenting statistical results is emphasized.

## 6. Social Economics I. III.

*Open to juniors and seniors who have completed one course in Economics. Three hours a week for the first semester.*

Miss Balch.

A study of the dependent, defective, and delinquent classes, accompanied by discussion of methods of dealing with each. The class will make four or five visits to designated institutions under the guidance of an instructor, and each student will undertake the study of some special problem which will be discussed in a final paper.

\*Not offered in 1907-1908.

## 7. Social Economics II. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the second semester.*

Miss Balch.

A discussion of methods of meeting certain normal social needs, such as housing, sanitation, education, and recreation, accompanied by a critical discussion of the principles and actual boundaries of self-help and collective action. The North End of Boston is used as a field of observation.

## 8. Labor Movement in the Nineteenth Century. III.

*Open to students who have completed or are taking course 1 or who have completed course 15. Three hours a week for the second semester.*

Miss Abbott.

A critical study of labor organizations in their historical and economic aspects. The origins of trade unions, recent legislation, important judicial decisions relating to labor combinations, and the present status of trade unionism in England and in America will be discussed. Important features of trade union policy, such as collective bargaining, the standard rate, the "closed shop," the alleged restriction of output will be studied in their effects on industry, on the consumer, and on the working classes.

## † 9. An Introduction to General Sociology. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for a year.*

Miss Balch.

A study of facts and theories of social development, and more especially of the growth of institutions, such as the family, the state, law, and property.

† Withdrawn for the current year.

## 10. Immigration. III.

*Open to juniors and seniors who have completed course 1 or 15. Three hours a week for the second semester.*

Miss Balch.

A study of immigration into the United States, the race elements represented, and their geographical distribution, the social, political, and economic influence of our foreign populations, the history of restrictive legislation, and the arrangements thus far provided for the reception and care of aliens. Each student will submit a final paper on some special phase of the subject.

## 12. The Trust Problem. II.

*Open to students who have completed course 1 or 15. Three hours a week for the second semester.*

Miss Abbott.

This course will deal with the various forms of monopolistic organization, the growth of the movement toward large scale production, the history of characteristic combinations, legislation and judicial decisions relating to the subject, the alleged advantages and evils of trusts, and proposed remedies for the latter. Each student will be required to submit a paper representing the result of her study of one of the great combinations.

## 13. Selected Industries. I.

*Open to all students. One hour a week for a year.*

Miss Abbott.

This course should be elected with course 1. It is designed to supplement the theoretical work by a concrete study of economic conditions. The cotton industry will be the subject for the first semester, the woollen industry for the second. The growth of the factory system in England and America, factory legislation, wages, various labor difficulties, protective duties, and other practical problems will be discussed. Final papers will be required representing the student's knowledge of a particular factory town.



\* 14. Municipal Socialism. III.

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the second semester.*

Miss Coman.

This course is designed to follow course 4 and proposes a review of actual experiments, English, German, and American, in the way of municipalization of public service agencies. The legitimate relations between public and private corporations, the necessary limitations on franchise and other concessions, and the results of foreign experience are discussed in a series of lectures. To each student is assigned for individual study an important American city.

15. History of Economic Theory. II.

*Open to juniors and seniors. Three hours a week for the first semester.*

Miss Coman.

A discussion of economic theory as determined by industrial and political environment. The teachings of Plato and Aristotle, the canons of the schoolmen, the tenets of the mercantile, physiocrat and *laissez-faire* schools, are treated in the light of contemporary industrial conditions; nineteenth century modifications in economic ideas consequent on the altered relations of capital and labor are duly emphasized. Each student is expected to read one economic treatise such as Adam Smith, Mill, Marshall, and to present a final paper treating some phase of the present problems of distribution.

## ELOCUTION

ASSOCIATE PROFESSOR: MALVINA BENNETT, PH.B.

1. Training of the Body and Voice. I.

*Open to sophomores, juniors, and seniors; to freshmen by special permission. Two hours a week for a year.*

Miss Bennett.

Body; poise and bearing. Voice, articulation. Text-book: King's *Graduated Exercises in Articulation*. Reading with special reference to a good use of the voice and clear, direct giving of the thought. Recitations.

\* Not offered in 1907-1908.

## 2. Training of the Body and Voice. Expression. II.

*Open to students who have completed course 1, or an equivalent. Two hours a week for a year.*

Miss Bennett.

Voice culture; exercises for freedom of the body; gesture; recitations from the best authors; reading at sight.

The work is along the lines of course 1, only much more advanced.

## 3. Reading of Shakespeare. II.

*Open to students who have completed courses 1 and 2, or to those who have completed or are taking English Literature 9; to others at the discretion of the instructor. Two hours a week for a year.*

Miss Bennett.

Analysis of characters; reading; scenes selected for memorizing and acting. Two plays studied.

This course does not count as a separate subject when elected with English Literature 9.

## ENGLISH

### I. English Literature

PROFESSOR: KATHARINE LEE BATES, M.A.

ASSOCIATE PROFESSORS: VIDA DUTTON SCUDDER, M.A.,

SOPHIE JEWETT,

MARGARET POLLOCK SHERWOOD, PH.D.

ALICE VINTON WAITE, M.A.

†† LAURA EMMA LOCKWOOD, PH.D.

MARTHA HALE SHACKFORD, PH.D.

INSTRUCTORS: CHARLES LOWELL YOUNG, B.A.,

ADELE LATHROP, M.A.

## 1. Outline History of English Literature. I.

*Open to all students. Three hours a week for a year.*

Miss Shackford and Miss Lathrop.

The object of this course is to give the student a general survey of English literature and to prepare the way for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces.

A syllabus of the historical work is sold by the department.

†† Absent on leave.

## 2. American Authors. II.

*Open to students who have completed or are taking course 1, and to all seniors. Three hours a week for a year.*

Mr. Young.

This course will attempt to give a comprehensive account of American literature from its beginnings to the present time. All the more important American writers will be discussed in class, and their work will be related as closely as possible to the history of the national life.

## 3. English Lyric Poetry. II.

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Lathrop.

This course will include studies of various lyric forms. Close attention will be given to Elizabethan songs and sonnets, with comparative work in earlier and later lyrics.

## \* 4. Milton. II.

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Lockwood.

The primary object of this course is the critical study of Milton as a master in lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet are considered as influenced by the political and religious conflict of the times. Special emphasis is placed on the comparison of Milton's work with that of other great writers who have used the same literary forms.

## 5. English Prose, exclusive of Fiction, from Sidney to Carlyle. I.

*Open to students who have completed or are taking course 1. One hour a week for a year.*

Miss Lathrop.

The aim of this course is to trace the development of English prose style, to examine the chief prose forms perfected, and to study the personality and influence of each of the more important writers.

\* Not offered in 1907-1908.

## 6. Victorian Prose. III.

*For conditions of entrance see final note. Three hours a week for a year.*

Miss Scudder.

This course will deal especially with Dickens, Thackeray, George Eliot, Carlyle, Newman, Ruskin, and Arnold. Attention will also be given to the historical background, and to the work of minor men.

## 7. English Poetry of the Nineteenth Century. III.

*For conditions of entrance see final note. Three hours a week for a year.*

Miss Jewett.

This course considers the work of the great Georgian and Victorian poets in their relation to one another and to contemporary movements, political, social, ethical, and æsthetic. Extended study is given to Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with briefer readings from Byron, Scott, and Landor; Clough and Arnold; Rossetti, Morris, and Swinburne.

## 8. English Literature of the Fourteenth Century. I. and II.

*For conditions of entrance see final note. Three hours a week for a year.*

Miss Jewett.

This course will include a chronological study of the major portion of Chaucer's work. Attention will be given to Chaucer's chief French and Italian sources, to contemporary English literature and social conditions. Special study will be put upon Langland's *Piers Plowman* and upon *The Pearl*.

## 9. English Drama through Shakespeare. III.

*For conditions of entrance see final note. Three hours a week for a year.*

Miss Bates.

This course attempts to trace the dramatic evolution from the Easter Mystery to Shakespeare, to observe the structure and artistic principles of the Elizabethan drama,

and to study closely a few of Shakespeare's plays, with reading and discussion of the others. A syllabus sold by the department furnishes bibliographical data for the work.

10. Historical Development of English Literature. III.

*For advanced students. For conditions of entrance see final note. Three hours a week for a year.*

Miss Scudder.

This course follows the development of English Literature from the earliest times to the present. It is designed to supplement the more detailed courses already taken by a general survey, which shall reveal causes and relations.

\* 11. Modern Authors. III.

*Primarily intended for graduate students. Open to seniors only by special permission. Three hours a week for a year.*

Miss Scudder.

Two significant authors are chosen each year for close and comprehensive study. The authors considered in 1901-1902 were Ruskin and Morris; in 1903-1904 Wordsworth and Coleridge; in 1904-1905 Rossetti and Swinburne; in 1906-1907 Shelley and Browning.

12. Critical Problems of the Literature of the Fourteenth Century. III.

*Open to graduates, and, by permission, to seniors who have had two earlier courses in the department.*

Miss Shackford.

This course aims to introduce students to some of the more important problems in the literature of Chaucer and of his contemporaries. Special effort will be made to investigate the differentiation of literary types in this era; the development of the resources of the language as revealed by a systematic survey of the linguistic history of the century; the influence of foreign writers, operative in England; and some of the vital questions of textual criticism.

\* Not offered in 1907-1908.

\* 13. Social Ideals in Modern English Literature. I.

*Open to all students except freshmen. One hour a week for the year.*

Miss Scudder.

This course will trace social idealism and social criticism in modern English Literature. Emphasis will be put upon the poets of the Revolutionary period and the Victorian essayists.

14. English Masterpieces of the Nineteenth Century. II.

*Open only to seniors who have completed no full course in English Literature, or course I only. Three hours a week for a year.*

Mr. Young.

This course is intended to develop a sympathetic appreciation of literature through the study of chosen masterpieces.

\* 15. Shakespeare's Contemporaries and Successors. I.

*Open to all students except freshmen. One hour a week for a year.*

Miss Sherwood.

Lectures with library readings. Selected dramas from the successive dramatic periods, Jacobean, Restoration, Eighteenth Century, will be studied.

17. Development of English Prose Fiction to 1830. I.

*Open to all students except freshmen. One hour a week for a year.*

Miss Sherwood.

The work will extend from the chivalric romance through the sixteenth-century experiments with new types, and the eighteenth-century development of the novel, to selected masterpieces of Jane Austen and of Scott.

\* Not offered in 1907-1908.

\* 18. The British Ballad. I.

*Open to all students except freshmen. One hour a week for a year.*

Miss Jewett.

This course will consist of a study of the English and Scottish popular ballads, and of the modern literary ballad from Scott to Stevenson.

19. Metrics. I.

*Open to all students except freshmen. One hour a week for a year.*

Miss Waite.

This course will consist of a series of lectures on the principles of metrical form, intended to guide the student of literature to a better appreciation of poetic expression. The lectures will be accompanied by class readings and class analyses of verse and stanza.

This course may well be taken in connection with course 1.

\* 20. The Poetry of Spenser. II.

*Open to students who have taken or are taking course 1. Three hours a week for the second semester.*

This course includes the greater part of the *Faerie Queene* and all the minor poetry of Spenser.

21. Introduction to Arthurian Romance. II.

*Open to students who have taken or are taking course 1. Two hours a week for a year.*

Miss Scudder.

This course will open with Malory's *Morte Darthur*, and thence work backward to a study of certain earlier forms of Arthurian romance. The Grail-Cycle will receive especial attention.

\* Not offered in 1907-1908.



## 22. English Romanticism. III.

*For conditions of entrance see final note. Three hours a week for a year.*

Miss Sherwood.

A study of the Romantic Movement, designed to bring out, through investigation of selected works, certain phases of the relation of English to German Literature, and of English to French Literature, during the period of reaction in the late eighteenth and the early nineteenth century.

## 23. Critical Problems of Elizabethan Literature. III.

*Primarily for graduates, but open, by approval, to seniors who have had course 9.*

Miss Bates.

This course will attempt to give graduate training in literary investigation. To each student will be assigned some special problem of source, authorship or the like, which she will pursue till her conclusion is reached, reporting progress from week to week in the seminar. In the case of candidates for the Master's degree, their subjects will be related, when possible, to their theses.

NOTE.—Courses in English Literature are elective, with the following restrictions :—

No group of electives may include both course 1 and course 10.

Students proposing to elect a single full course should take 1, with the exception of seniors desiring course 2 or course 14.

Students proposing to elect two courses only should take 1, followed by 2 or 3 or 4 or 8, or the combination of 21 with 5, 13, 15, 17, 18, 19. These one-hour courses, 5, 13, 15, 17, 18, 19, may be taken alone. Students are advised not to elect two of these for any one year.

Students proposing to take a three-course major should elect their two earlier courses as above. The third course should be chosen from the more advanced courses, 6, 7, 9, and, by approval, 12, 22, 23; but may, by special permission, be taken from those above enumerated.

Students proposing to take a four-course major should elect in order 8, 9, 6 or 7 (or 22), 10. This major is regarded by the department as affording the firmest foundation for teaching or for graduate work, in that the student puts special study on the successive great periods of English Literature in preparation for apprehending, through course 10, the development of that literature as an organic whole. Substitute courses of a kindred nature may be arranged, for good reason, by permission of the head of the department.

Either half of any one of courses 2, 4, 6, 7, may be taken as a complete semester course, by permission of the instructor of the course and of the head of the department. In special cases the first semester of 8 or 9 may be so counted.

## II. English Composition

PROFESSOR: SOPHIE CHANTAL HART, M.A.

ASSOCIATE PROFESSOR: ALICE VINTON WAITE, M.A.

INSTRUCTORS: FRANCES MELVILLE PERRY, M.A.,  
 † JOSEPHINE MAY BURNHAM, Ph.B.,  
 EDITH WINTHROP MENDALL TAYLOR, B.A.  
 ELIZABETH AVERY COLTON, M.A.,  
 CLARE MACLLELEN HOWARD, M.A.,  
 AGNES FRANCES PERKINS, M.A.,  
 KATHARINE SUSAN ANTHONY, Ph.B.,  
 AMY RUTH KELLY, B.A.

ASSISTANT: SUSAN JOSEPHINE HART.

LECTURER: SAMUEL ARTHUR KING, M.A.

### † I. General Survey. I.

*Required of freshmen. Two hours a week for a year.*

Miss Colton, Miss Perkins,  
 Miss Kelly, Miss S. J. Hart.

First semester: exposition; description; narration.  
 Weekly themes. Second semester: critical study of the essay, and of the structure of the short story. Fortnightly themes or their equivalent.

‡ Absent on leave.

† If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English, whether she has completed the required courses in English or not.

## ‡ 2. Critical Exposition and Argumentation. II.

*Required for a degree. Open to students who have completed course 1. Two hours a week for a year.*

Miss Taylor, Miss Howard, Miss Anthony.

Fortnightly themes, or their equivalent. Studies in criticism, in argumentative masterpiece; and in forms of fiction.

## 4. Critical Exposition and Argumentation. Advanced Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Waite.

This course aims to familiarize the student with methods of composition in argumentation and critical exposition including practice in the collection and arrangement of material, the analysis of prose essay style, and the underlying principles of criticism of poetry and of the drama and novel.

## 6. Long and Short Themes. III.

*Open to students who have completed course 2 or 12. Two hours a week for a year.*

Miss Hart, Miss Manwaring.

Four short themes or their equivalent per week. Long themes at stated intervals. Critical analysis in the class room of themes submitted.

## 10. The Theory and History of Criticism. III.

*Open to juniors and seniors. One hour a week for a year.*

Miss Hart.

Lectures on Plato, Aristotle, Sidney, Ben Jonson, Dryden, Pope, Boileau, Addison; the more important nineteenth century critics in England, and Sainte-Beuve, Taine, Hennequin, Brunetière in France.

‡ If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English, whether she has completed the required courses in English or not.

† 12. Principles of Rhetoric and Composition. I.

*Open to freshmen only. Five hours a week for a year.*

Miss Perry.

First semester: the elements and qualities of style; analysis of the essay; weekly themes. Second semester: translation; description; analysis of the short story; principles of argumentation; fortnightly themes. This course will cover the required work in English and will count in addition as a one-hour elective.

16. Advanced Course in English Composition. III.

*Open to students who have completed course 6. Three hours a week for a year.*

Miss Hart.

Studies in structure and style with frequent practice in writing.

\* 17. Forms of Public Address.

*Open to students who have completed the required work in English. Three hours a week for a year.*

A study of the principles of argumentation with practice in debates and in other forms, such as the oration, the committee report, and the occasional address.

III. English Language

PROFESSOR: SOPHIE CHANTAL HART, M.A.

ASSOCIATE PROFESSORS: † LAURA EMMA LOCKWOOD, PH.D.,  
ALICE VINTON WAITE, M.A.

INSTRUCTORS: ELIZABETH WHEELER MANWARING, B.A.  
ADÈLE LATHROP, M.A.

1. Old English. II.

*Open to sophomores, juniors, and seniors who have completed a year of language in college. Three hours a week for a year.*

Miss Manwaring.

A study of Old English grammar based on Cook's *First Book in Old English*. The reading of *Beowulf*, *Judith*, *The Battle of Maldon*, and selections from the prose of Alfred and Ælfric.

† If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English, whether she has completed the required courses in English or not.

\* Not offered in 1907-1908.

†† Absent on leave.

\* 2. Old and Middle English. III.

*Open to juniors, seniors, and graduates who have completed course 1. Three hours a week for a year.*

Miss Lockwood.

First semester: the reading of the poetry of Cynewulf and of selections from the *Riddles*. Second semester: the study of the Middle English dialects based upon Emerson's *Middle English Reader*. The reading of the romances of *Havelock*, *King Horn*, *Emare*, and *The Siege of Troy*.

3. History of the English Language. III.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Waite.

Origin and structure of the English Language in vocabulary, grammatical inflections, and syntax as the basis of modern usage.

4. Seminar in Old English. III.

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Miss Lathrop.

A study of Old English inflections, phonology, and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

\* Not offered in 1907-1908.

## FRENCH

PROFESSOR : HENRIETTE LOUISE THÉRÈSE COLIN, PH.D., OFF. I. P.

INSTRUCTORS : ¶ VALENTINE JULIE PUTHOD, OFF. A.,  
EVA LOUISE MARGUERITE MOTTET, BREV. SUP.,  
MARIE LOUISE CAMUS, B. ÈS L.,  
MAGDELEINE OTTEN CARRET, LIC. ÈS L.,  
MARIE PAULINE RÉGNIÉ, LIC. ÈS L.,  
GUSTI SCHMIDT.

\* Students intending to do graduate work, or to teach in secondary schools, should consult the head of the department in regard to the election of their courses in French.

‡ 1. Elementary Course. Grammar, Composition, Reading, and exercises in speaking. I.

*Open to all students. Three hours a week for a year.*

Miss Camus, Miss Carret.

This course includes (1) a practical study of grammar including a thorough drill in inflections, the regular and irregular verbs; (2) a concise survey of French history with Lavissee's *Deuxième année d'Histoire de France, Cours Supérieur* (Armand Colin, Paris); also, the reading of texts chosen from a certain range of authors and of subjects to insure the acquisition of a comprehensive vocabulary.

‡ 2. Elementary Course. Grammar, Composition, reading and exercises in speaking. I.

*Open to all students who have completed course 1 or an equivalent. Three hours a week for a year.*

Miss Camus, Miss Régnié, Madame Schmidt.

Baillot-Brugnot's *French Prose Composition* (Scott, Foresman & Co.) is used for a systematic review of syntax introductory to original theme writing and oral narrative. Selected Readings, prepared and sight, from ten modern writers, part plays.

‡ First-year French may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year French if taken after the junior year. French 1 and German 1 may not both be counted toward the B.A. degree.

¶ Absent on leave.

- ‡ 26. Elementary Course, combining courses 1 and 2 for one year.

*Open to all students. Six hours a week for a year.*

Miss Camus, Madame Schmidt.

This course is intended for students who do not offer French for admission. It prepares for courses 3, 24, and 5.

3. Intermediate Course. Studies in French Idioms and Structure ; Prosody. I.

*Open to students who have completed course 2 or its equivalent. One hour a week for a year.*

Madame Mottet, Miss Carret, Madame Schmidt.

A critical consideration of French idioms and structure, in connection with course 5, and prosody.

24. Intermediate Course. Oral Composition. I.

*Open to students who have completed course 2 or its equivalent. One hour a week for a year.*

Miss Camus, Miss Régnié.

This course is an alternate to course 3. It furnishes systematic practice in speaking as does course 3 in writing French. The subject matter is, *Representative Men of France, illustrative of their native provinces*. French texts are used.

5. Intermediate Course. General Survey of French Literature. I.

*Open to students who have completed courses 1 and 2, or who have met the maximum admission requirement in French. Two hours a week for a year.*

Madame Mottet, Miss Camus,  
Miss Carret, Miss Régnié, Madame Schmidt.

This course is conducted in French. It makes the student acquainted with a considerable number of literary

‡ First-year French may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year French if taken after the junior year. French 1 and German 1 may not both be counted toward the B.A. degree.



masterpieces that France has produced since the seventeenth century, and gives her some idea of the general development of the literature from the Renaissance to the present day. The student's familiarity with the reading matter prescribed is tested at intervals in various ways—by class-room discussion, or criticism of the works read.

Doumic's *Histoire de la Littérature française* (Paul Delaplane, Paris) forms the basis of the course.

7. Advanced Grammar and Composition. Essay Work and journal club. II.

*Open to students who have completed courses 3 or 24, and 5. One hour a week for a year.*

Miss Carret, Miss Régnié.

A course conducted on lines of actual interest. Periodicals on the shelves of the College library, also recent accessions, enable the student to acquire some familiarity with French topics of the day. Theme writing, abstracts, synopses and general reading are required. Prescribed readings furnish matter for fortnightly class-room debate. A. Chassang: *Nouvelle grammaire française Cours Supérieur* (Garnier Frères, Paris) is advised for reference.

19. French Social Life and Manners—their bearings on French Literature. II.

*Open to students who have completed courses 3 or 24, and 5. Two hours a week for a year.*

Madame Colin, Miss Carret, Miss Régnié.

This course presents a connected study of legend, tradition, customs, phases of social life such as the *Cours d'Amour, Universités, the Salons, Académies, Encyclopédie*, for the purpose of tracing the twofold growth of the language and the literature of France. Prescribed readings and parallel reference furnish the matter for class discussion and occasional summaries.

As an aid Rambaud's *Histoire de la Civilisation française* (Armand Colin, Paris) is prescribed.

## 17. Time, Life and Works of Lafontaine. II.

*Open to students who have completed courses 3 or 24, and 5. One hour a week for a year.*

Miss Régnié.

A study of Lafontaine both as a representative of the classical school, and an independent poet.

Special attention is given to the history of the fables, the renovation of the *genre* by this writer, and its importance on the one side, as reflecting the religious, philosophical, and artistic ideals of the times; on the other, as giving a realistic picture of the various classes of society.

## 8. Victor Hugo and the Romantic Drama. II.

*Open to students who have completed courses 3 or 24 and 5. Two hours a week for the first semester.*

Miss Camus.

This writer is studied as standard-bearer of the romantic school, *La Préface de Cromwell*, *Hernani*, *Marion de Lorme*, *Ruy Blas*, *Les Burgraves* being considered in turn; also his contemporaries and successors to present times. Written lessons, lectures, critical reading, papers.

## 22. The Novel and Short Story. II.

*Open to students who have completed courses 3 or 24, 5, and 8. Two hours a week for the second semester.*

Miss Camus.

A study of the evolution of fiction in writers of the nineteenth century and of our day.

Readings from its best exponents, discussions, and papers.

## 14. French Literature in the XVI. Century—The Renaissance. III.

*Open to students who have completed course 19 or its equivalent. Two hours a week for the first semester.*

Miss Carret.

A study of the new life in art and letters; Marot: the *Pléiade*; Rabelais; Montaigne; the Reformation, Calvin. Lectures, collateral reading, one final paper.

## 25. Modern French Critics. III.

*Open to students who have completed course 19 or its equivalent. Two hours a week for the second semester.*

Miss Carret.

A study of modern French critics in literature and in art, commencing with Sainte-Beuve, and including Taine, Fromentin, Lemaître, Larroumet, Brunetière, Faguet, and Anatole France.

Lectures, readings, one final paper.

## 12. The Drama of the XVII. Century. III.

*Open to students who have completed course 19 or its equivalent. Three hours a week for a year.*

Madame Colin.

The theatre in France, the influences that shaped it, the masterpieces it produced are successively studied as representative of the nation and its conception of art.

Texts required: *Théâtre choisi de Corneille*, Petit de Julleville; *Théâtre choisi de Racine*, Lanson; *Théâtre choisi de Molière*, Thirion. (Hachette et Cie, Paris: small classics edition.)

## 9. French Literature in the XVIII. Century. III.

*Open to students who have completed course 19 or its equivalent. Three hours a week for a year.*

Miss Régnié.

The object of this course is to present a comprehensive account of movements of thought. It discusses the life, time, and influence of Montesquieu, Voltaire, Jean-Jacques Rousseau; the drama and the novel as presented in the works of Voltaire, Regnard, Lesage, Marivaux, Rousseau, Beaumarchais. It includes also a study of the political and philosophical writings of Montesquieu (*Esprit des Lois*); of Diderot (*Encyclopédie*); of Rousseau (*Contrat social*, *Emile*). Lectures, collateral reading, papers.

## 10. French Literature in the XIX. Century. III.

*Open to students who have completed course 19. Three hours a week for a year.*

Miss Camus.

Study of the principal authors of the nineteenth century, as creative personalities in lyric poetry, the drama, and the novel. Lectures, critical reading, and papers.

## 23. Balzac and his types—Realism. III.

*Open to graduates, and seniors who have completed two full courses in French. One hour a week for a year.*

Madame Colin.

A study in characterization during the first half of the nineteenth century. Critical readings and discussion; papers.

## 21. French Lyric Poetry—the Parnassians and Symbolists. III.

*Open to graduates, seniors, and juniors with permission of the department, who have completed two full college courses in French, including course 7 or its equivalent. One hour a week for a year.*

Madame Colin.

A study of the poetic tendencies and movements of the second half of the nineteenth century and the men who led in them.

## 11. Old French and Old French Literature. III.

*Open to graduates and to seniors by permission of the department. Three hours a week for a year.*

Madame Colin.

Phonology with reading of *La Vie de St. Alexis*, *La Chanson de Roland*, *Aucassin et Nicolette*, *Chrétien de Troyes*. Selections from Constans: *Chrestomathie*, Welter, Paris. The history of the French language is traced from its origin to the present time, and illustrated by texts read. For reference, Darmesteter: *Cours de Grammaire Historique de la Langue Française*, L. Delagrave, Paris. Gaston Paris: *Manuel de la littérature française du moyen âge*, Hachette et Cie, Paris. Lectures, critical readings.

## GEOLOGY AND MINERALOGY

PROFESSOR: WILLIAM HARMON NILES, B.S., Ph.B., M.A., LL.D.

ASSOCIATE PROFESSOR: ELIZABETH FLORETTE FISHER, B.S.

### 1. Geology. II.

*Open to juniors, and seniors, and to those sophomores who have completed one year of science. Three hours a week for a year.*

Mr. Niles, Miss Fisher.

Lectures, recitations, and elementary field work. Field work equivalent to two hours a week for a year. A systematic and comprehensive study of the more important teachings of geological science. General divisions: Dynamical, Structural, and Historical Geology.

### 2. Mineralogy. II.

*Open to students who have completed one year of science. Three hours a week for the first semester.*

Miss Fisher.

Lectures and recitations. Laboratory work two hours a week. Laboratory study of sets of specimens of the more important mineral species. Blowpipe Analysis, Crystallography. A reference collection is always available for students' use.

### 3. Advanced Geography. II.

*Open to students who have completed one year of science. Three hours a week for the second semester.*

Miss Fisher.

Lectures and recitations. Laboratory and field work, equivalent to two hours a week.

This course includes a detailed study of physiography and life relations (Ontography) with a correlation of the two; showing the influence which these features have upon the life, habits, prosperity, and commercial relations of peoples and nations.

## 4. Field Geology. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Fisher.

Advanced field study with lectures and discussions. The aim of the course is to give students training in the methods of research work in the field. Special problems, areal, stratigraphic, structural, petrographic, physiographic, etc., are assigned for investigation. A small square area is allotted to each student, and the results of the field work are mapped and interpreted for final paper.

The nature of the work is such that consecutive hours will be necessary.

## GERMAN

PROFESSOR: MARGARETHE MÜLLER.

ASSOCIATE PROFESSOR: NATALIE WIPPLINGER, PH.D.

INSTRUCTORS: HERMINE CAROLINE STUEVEN,  
FLORENCE EMILY HASTINGS, B.A.,  
KÄTE WOLTERECK,  
FRIDA MARIE RAYNAL, B.A.,  
MARIANA COGSWELL, B.A.

‡ 1. Elementary Course. Grammar, prose composition, reading, exercises in speaking, memorizing of poetry. I.

*Open to all students. Three hours a week for a year.*

Miss Raynal, Miss Cogswell.

‡ 2. Elementary Course. Topics as in course 1. I.

*Open to all students who have completed course 1. Three hours a week for a year.*

Miss Hastings.

‡ 4. Intermediate Course. I.

*Open to all students who have completed the minimum admission requirement in German. Three hours a week for a year.*

Miss Stueven, Miss Hastings, Miss Raynal.

Courses 2 and 4 are intended to fit students to enter courses 5 and 10.

‡ First-year German, courses 1 and 3, may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year German, courses 2 and 4, if taken after the junior year. German 1 and French 1 may not *both* be counted toward the B.A. degree.

## ‡ 3. Reading Course. I.

*Open to sophomores beginning German. Three hours a week for a year.*

Miss Hastings.

The object of this course is to give the student, through the medium of translation, such a knowledge of German as shall be useful in her studies of other subjects than German.

## 5. Grammar and Composition (Intermediate Course). I.

*Open to all students who have completed courses 2 or 4, or who have met the maximum admission requirement in German. One hour a week for a year.*

Miss Wipplinger, Miss Stueven,  
Miss Woltereck, Miss Raynal.

Review of elementary grammar and study of more advanced grammar. Constant practice in prose composition and freie Reproduktion.

## 10. Outline History of German Literature. I.

*Open to all students who have completed course 2 or 4, or who have met the maximum admission requirement in German. Two hours a week for a year.*

Miss Wipplinger, Miss Stueven,  
Miss Woltereck, Miss Raynal.

The main object of this course is to familiarize the student with the vocabulary necessary for literary reading and discussion, and to furnish her with a general mythological and historical background for the more detailed study in the courses following this.

‡ First-year German, courses 1 and 3 may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year German, courses 2 and 4, if taken after the junior year. German 1 and French 1 may not *both* be counted toward the B.A. degree.



## 30. Studies in Modern German Idiom. II.

*Open to students who have completed courses 5 and 10, and to others by special permission. One hour a week for a year.*

Miss Hastings.

This course is designed especially as a companion course to courses 11 and 22. A number of modern German texts will be read for the sake of the practical idioms they contain. These will be studied in suggestive groups. The course enables the student to acquire a practical knowledge of the written and spoken German of to-day, and to appreciate the fine turns of expression in the German classics.

## 8. Grammar and Composition (Advanced Course). II.

*Open to students who have completed courses 5 and 10. One hour a week for a year.*

Miss Hastings.

The aim of this course is twofold,—to give the student a systematic review of grammar and much exercise in oral and written expression. The material used for conversation and composition is drawn from the life, customs, and history of the German people.

## 9. History of the German Language. III.

*Open to juniors and seniors who have completed course 8 or an equivalent. One hour a week for a year.*

Miss Wipplinger.

This course aims to give a fuller and more thorough understanding of the modern idiom through the study of its historical development. Text-book: Behaghel's *Die Deutsche Sprache*.

## 23. Studies in Structure and Style. III.

*Open to juniors and seniors who have completed course 8 or an equivalent.*

Miss Woltereck.

The object of this course is to enable the student to express herself (orally and in writing) not merely with grammatical correctness but in "good style." The methods used in this course are the same as those indicated under course 8.

## 11. Goethe's Life and Works (Introductory Course). II.

*Open to students who have completed courses 5 and 10.  
Three hours a week for the second semester.*

Miss Müller, Miss Woltereck.

Lectures, discussions, short papers. Study of the principle characteristics of Goethe's life and works to the time of his literary co-operation with Schiller. Works read and discussed: *Dichtung und Wahrheit* (selections), *Götz von Berlichingen*, *Iphigenie*, *Egmont*, poems, etc.

## 22. Schiller's Life and Works (Introductory Course). II.

*Open to students who have completed courses 5 and 10.  
Three hours a week for the first semester.*

Miss Wipplinger, Miss Woltereck.

Lectures, discussions, short papers. Texts read: Hamann's *Leben Schillers*, *Maria Stuart*, *Wallenstein*, select poems, etc.

## 27. German Lyrics and Ballads. II.

*Open to students who are taking courses 11 and 22. One hour a week for a year.*

Miss Stueven.

The work in this course will extend from the *Minnege-sang* through the *Volkslied*, *Kirchenlied*, *Vaterlandslyrik* to modern lyric poetry.

## 15. History of German Literature I. III.

*Open to juniors and seniors who have completed courses 11 and 22. Two hours a week for the first semester.*

Miss Wipplinger.

The course consists of lectures, discussions, reading. The aim of the lectures is to trace the parallel development of the language, literature, social conditions, and religious ideals of the times. The works read and discussed are: the *Hildebrandslied*, *Muspilli*, etc., selections from the

*Heliand*, Otfried's *Krist*, the *Waltharilied*, the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers and Meistersingers, according to Thomas's *Anthology*, Scherer's *Geschichte der deutschen Literatur*, Könnecke's *Bilderatlas*.

#### 16. History of German Literature II. III.

*Open to juniors and seniors who have completed course 15, and to others by permission of the department. Two hours a week for the second semester.*

Miss Wipplinger.

The course consists of lectures, discussions, reading. The method, aim, and reference books are the same as in the preceding course. Chief topics: Luther, Brant, Hans Sachs, the *Volkslied*, Grimmelshausen, Gryphius, Klopstock, Wieland, Bürger, etc. Reference books: Scherer, Vogt und Koch, Hettner, etc.

#### \* 14. Theory of the Drama, illustrated by classic and modern dramas. III.

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the first semester.*

Treatment of Aristotle's theory of the drama as compared with that of modern theorists like Freytag and Volkelt. The class work will be based on representative classic and modern dramas. Review themes about every three weeks.

#### † 29. Studies in German Comedy. III.

*Open to juniors and seniors who have completed course 11 and either of courses 22, 28, 27. Two hours a week for the second semester.*

Presentation, in lectures, of the development of the German comedy through the modern periods. Representative comedies of Hans Sachs, Gryphius, Goethe, Lessing, Kleist and Freytag, as well as selected recent German comedies, are read by the students.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

## 13. The German Novel. III.

*Open to juniors and seniors who have completed courses 11 and 22, and to others by permission of the department. One hour a week for a year.*

Miss Müller.

Lectures, reading, discussion, essays. Presentation of the historical development of the German novel, in lectures. Special study of some of the representative novels by Goethe, Jean Paul, Freytag, Keller, Heyse, Storm, Sudermann, etc.

## 19. Lessing as Dramatist and Critic. III.

*Open to juniors and seniors who have completed courses 11 and 22, and to others by permission of the department. Three hours a week for the first semester.*

Miss Müller.

Treatment of Lessing's critical work in literature, theology, and æsthetics. Works read and discussed are: *Minna von Barnhelm*, *Emilia Galotti*, *Nathan der Weise*, *Die Hamburgische Dramaturgie*, *Laokoön*, *Axiomata*, *Anti-Götze*, *Erziehung des Menschengeschlechts*. Reference books: Erich Schmidt's *Lessing*, Kuno Fischer's *Lessing als reformator der deutschen Literatur*, Kuno Fischer's *Lessing's Nathan*.

## 18. The German Romantic School. III.

*Open to juniors and seniors who have completed courses 11 and 22, and to others by permission of the department. Three hours a week for the second semester.*

Miss Wipplinger.

Reading of works representative of the Romantic School. Reference books: the histories of German literature, by R. Haym, W. Scherer, G. Brandes, R. Meyer, and others.

† 20. Schiller as Philosopher and Writer on *Æsthetics*. III.

*Open to seniors who have completed course 22, and at least two of the following courses: 13, 14, 16, 18, 19, and to others by permission of the department. Two hours a week for a year.*

Miss Wipplinger.

Study of Schiller through his correspondence with Körner, Goethe, etc., and his philosophic-æsthetic poems and essays. These are read and discussed in class.

21. Goethe's *Faust*, Parts I and II. III.

*Open to seniors who have completed at least two of the following courses: 13, 14, 16, 18, 19, and to others by permission of the department. Two hours a week for a year.*

Miss Müller.

Extensive study of Goethe's *Faust* (Thomas's and Schröer's editions), Parts I and II. The contrasting of the *Volksbuch von Dr. Faust* with Marlowe's *Faustus* and the *Faust-Puppenspiel*. Study of the genesis of Goethe's *Faust*. Comparison of the *Göckhausen "Urfaust"* and the fragment of 1790 with the completed First Part, etc., etc.

## \* 24. Studies in Current German Literature. III.

*Open to seniors who have completed at least two of the following courses: 13, 14, 16, 18, 19, and to others by permission of the department. One hour a week for a year.*

The aim of this course is to acquaint the students with the new style of writing, as well as with the thought and art in the Germany of to-day. This will in part be accomplished by reading in Standard German magazines and by a special study of the dramas of Hauptmann, Sudermann, Wildenbruch, Ibsen, and others.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

26. Gothic. III. (See Department of Comparative Philology, Course 6.)

Miss Wipplinger.

- † 32. Old High German (Introductory Course). III.

*Open to juniors and seniors who have completed at least courses 5 and 10. Three hours a week for the first semester.*

The work in this course will be based on Braune's *Althochdeutsche Grammatik* and *Althochdeutsches Lesebuch*.

17. Middle High German (Introductory Course). III.

*Open to juniors and seniors who have completed at least courses 5 and 10. Three hours a week for the second semester.*

Miss Wipplinger.

Survey of Middle High German forms and sounds. Translation of Middle High German epic and lyric poetry into the modern idiom. A knowledge of Old High German is desirable, although not strictly required.

The language of the class room in all these courses is German, except in course 3. In addition to lectures in German there will be constant exercises in speaking.

There is a well selected library of German books, to which students in the higher German courses are constantly referred.

Students who intend to teach German are required to take courses 8, 9, 15, 16, and 23 or 30; and are advised to elect at least one of the following group: 26, 32, 17.

† Withdrawn for the current year.

## GREEK

PROFESSOR: ANGIE CLARA CHAPIN, M.A.

ASSOCIATE PROFESSORS: ANNIE SYBIL MONTAGUE, M.A.,  
KATHARINE MAY EDWARDS, PH.D.

INSTRUCTOR: EDITH SOUTHER TUFTS, M.A.

1. Lysias (selected orations); Plato: *Apology and Crito*; English into Greek, exercises based on prose read; Homer: *Odyssey* (selections amounting to about 2,500 verses). Studies in Greek life. I.

*Open to students who have met the maximum admission requirement. Three hours a week for a year.*

Miss Montague, Miss Edwards.

2. Attic Orators: selections; Euripides: one drama. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Montague.

3. Historians. Thucydides: *The Sicilian Expedition*; Herodotus: *The Persian War*; Æschylus: *Persians*. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Edwards.

4. Origin and Development of Greek Drama. III.

*Open to students who have completed two full courses. Three hours a week for a year.*

Miss Chapin.

Aristotle's Theory of Tragedy. Reading and Criticism of selected dramas; Æschylus: *Prometheus*; Sophocles: *Œdipus Tyrannus*, *Antigone*; Euripides: *Bacchæ*; Aristophanes: *Frogs* (selections). A study of all the extant plays of Æschylus and Sophocles is made by special topics.



## 5. History of Greek Lyric Poetry. III.

*Open to students who have completed three full courses.  
Three hours a week for a year.*

Miss Chapin.

Lectures and readings; Homeric Hymns; Hesiod; elegiac poets: lyric fragments; Pindar; Bacchylides; Theocritus.

## \* 7. Greek Dialects. III.

*Open to students who have completed three full courses.  
Three hours a week for a year.*

Miss Edwards.

A comparative study of the Greek dialects, their characteristics and their relations to each other, with reading and study of inscriptions and selected texts.

## 8. History of Greek Literature. II.

*Open to sophomores, juniors, and seniors who presented the maximum admission requirement in Greek, or who have taken courses 13 and 14. One hour a week for a year.*

Miss Chapin, Miss Montague, Miss Edwards.

The course will consist of lectures and readings (in translation) with occasional quizzes. One paper may be required on each semester's work.

The aim of the course will be to make a careful study of the development of Greek literature in the various forms of both prose and poetry.

NOTE.—A limited number of advanced students of literature may be admitted by permission of the department without the prerequisite in Greek.

\* Not offered in 1907-1908.

## 9. Modern Greek. III.

*Open to students who have completed two full courses.  
One hour a week for a year.*

Miss Edwards.

The course has two objects: first, a practical one, to give some acquaintance with the spoken and written Greek of to-day; second, a linguistic one, to trace the historical development of the language from classical times to the present.

\* 10. Plato: *Phædo* and selections from other dialogues.  
Collateral readings from other Greek writers. III.

*Open to students who have completed two full courses.  
Three hours a week for a year.*

Miss Montague.

## 11. Greek Syntax. III.

*This course is especially recommended to those intending to teach Greek. Open to students who have completed course 1. Two hours a week for a year.*

Miss Montague.

A systematic study of the essential principles of Greek Syntax, illustrated by passages from various authors. Constant practice in translation from English into Greek.

## 12. Homeric Seminary. III.

*Open to students who have completed three full courses.  
Three hours a week for a year.*

Miss Edwards.

Critical study of selected portions of the *Iliad* with discussions and lectures on special problems of Homeric grammar and antiquities, supplemented by the private reading of the greater part of the *Iliad*.

13. Elementary Course. Greek Grammar. Xenophon: *Anabasis*, Book II. Practice in writing Greek. I.

*Open to all students. Three hours a week for a year.*

Miss Montague.

\* Not offered in 1907-1908.

14. Xenophon's *Anabasis*, continued. Homer: *Iliad*, 3 books. Sight translation. Prose composition throughout the year based on prose read. I.

*Open to students who present the minimum admission requirement in Greek, or who have completed course 13. Three hours a week for a year.*

Miss Tufts.

For additional courses see Comparative Philology and Classical Archæology.

For courses in the study of Greek Testament see Biblical History.

## HISTORY

PROFESSOR: ELIZABETH KIMBALL KENDALL, M.A.

ASSOCIATE PROFESSOR: JULIA SWIFT ORVIS, PH.D.

INSTRUCTORS: EDNA VIRGINIA MOFFETT, PH.D.,  
MABEL ELISABETH HODDER, M.A.

1. Political History of England to 1603. I.

*Open to freshmen, sophomores, and juniors, and to seniors who have taken no college course in history. Three hours a week for the first semester.*

Miss Orvis.

2. Political History of England from 1603 to the present time. I.

*Open to sophomores, juniors, and seniors, and to freshmen who have completed course 1, or who offer English History as an admission subject. Three hours a week for the second semester.*

Miss Orvis.

The aim of these courses is to train students in the use of historical material and in dealing with historical problems. Emphasis is placed on political, social, and industrial conditions in relation to race development.

3. History of Western Europe from the Fifth Century to the Treaties of Westphalia. I.

*Open to freshmen, sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Moffett, Mrs. Hodder.

The course deals primarily with mediæval history, connecting it with Rome on the one hand and with modern Europe on the other. It traces the beginnings and the development (to 1648) of the great modern powers of Western Europe. It aims to train students in methods of historical work, and to furnish a background for detailed study of particular periods.

4. History of the French Revolution. II.

*Open to sophomores, juniors, and seniors who have completed courses 1 and 2 or course 3. Three hours a week for a year.*

Miss Orvis.

This course involves (1) an introductory discussion of the condition of France on the eve of the Revolution; (2) a detailed study of the progress of the Revolution and of the reaction against democratic tyranny culminating in Imperialism; (3) an inquiry into the influence of revolutionary ideas in the subsequent history of France, Germany, Austria, Italy, Spain, and Russia.

5. Constitutional History of England to 1399. II.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the first semester.*

Miss Moffett.

A study of the development of English constitutional government as an expression of the character of the English people. The course deals with Germanic origins, and with the development of English thought along constitutional lines to the close of the Plantagenet period.

6. Constitutional History of England from 1399 to the present time. II.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the second semester.*

Miss Moffett.

A study of the later development of the English constitution, the rise of party and cabinet government, and the establishment of popular control.

7. History of the United States from 1787. III.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3, and have completed or are taking a second course in history. Three hours a week for a year.*

Miss Kendall.

A study of the formation and development of the constitution of the United States, with special reference to controlling forces, such as the organization of parties, the growth of democracy, the rise of the slave power, the political effects of the development of the West.

† 8. Europe in the Fifteenth Century. III.

*Open to juniors and seniors who have completed two full courses in history. Three hours a week for a year.*

Miss Moffett.

A study of the intellectual, religious, and social life of the fifteenth century, and of the institutions and movements, which were its outcome.

9. Diplomatic History of Europe since 1740. III.

*Open to juniors and seniors who have completed two full courses in history. Three hours a week for a year.*

Miss Orvis.

This course includes (1) a review of the period 1648-1740; (2) the Age of Frederick II; (3) a Survey of the Revolutionary and Napoleonic period; (4) the Age of Bismarck.

† History 8 and History 16 will not both be given in the same year.

## 11. History of Political Institutions. III.

*Open to juniors and seniors who have completed two full courses in history. Two hours a week for a year.*

Miss Kendall.

This is an introductory course in the comparative study of the origin, character, development, and aim of political institutions.

## \* 12. Growth of the British Empire. III.

*Open to juniors and seniors who have completed two full courses in history. Three hours a week for the second semester.*

Miss Kendall.

This course includes (1) a historical review of the development of the empire; (2) a study of the changes of colonial policy; (3) a study of colonial administration, and (4) a discussion of present colonial problems.

## 13. History of Rome. II.

*Open to sophomores, juniors, and seniors who have taken one college course in history, or who are giving special attention to Latin.*

Mrs. Hodder.

This course offers a general survey of Roman History through the reign of Diocletian. The attempt is made to present the problems of recent scholarship in the study of the earlier period, but the main emphasis is placed upon the later Republic and the Empire. Particular attention will be given to the economic and social conditions, and to the development of the Roman system of government.

\* Not offered in 1907-1908.

## 14. American History. II.

*a. Age of Discovery and Conquest.*

*b. The American Revolution.*

*Open to sophomores, juniors, and seniors who have completed or are taking courses 1 and 2 or course 3. Two hours a week for a year.*

Miss Kendall.

In the first semester the discovery and exploration of the American continents by the Spanish, English, and French will be treated in detail, to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, especial attention being given to the European aspect of the struggle between England and her colonies.

## 15. International Politics. II.

*Open to all seniors and to juniors who have completed or are taking courses 1 and 2 or course 3. One hour a week for a year.*

Miss Kendall.

The object of this course is to give a general view of international conditions since the close of the Bismarck period with especial reference to the present relations of Europe, America, and Asia.

## † \* 16. Europe in the Sixteenth Century. III.

*Open to juniors and seniors who have completed two full courses in history. Three hours a week for a year.*

Miss Moffett.

A continuation of course 8, though the latter is not a prerequisite.

A brief introductory survey of conditions in the fifteenth century is followed by a more detailed study of the sixteenth, its movements, and its great personalities.

\* Not offered in 1907-1908.

† History 8 and History 16 will not both be given in the same year.



NOTES.—Courses 1 and 2, and 3 will not both count toward a three-course major, nor if taken after 1906, toward a four-course major.

Students proposing to elect a single full course may take either 1 and 2 or 3. Such students, if specializing in Art, are recommended to take History 3; if in English Literature or Economics, History 1 and 2.

In planning a three or four course major, students should bear in mind that 3 leads more naturally to the courses in European History, and 1 and 2 to 14, 5 and 6, and 7.

To students proposing to teach history the following combination is recommended: History 1 and 2 or History 3 in the freshman year, to be followed in the sophomore year by 4 and 14, and in the junior and senior years by any two of the following: 5 and 6, 7, 8, 16 or 11.

## HYGIENE AND PHYSICAL TRAINING

ASSOCIATE PROFESSOR AND MEDICAL DIRECTOR:

MABEL AUSTIN SOUTHARD, B.S., M.D.

RESIDENT PHYSICIAN AND HEALTH OFFICER:

KATHARINE PIATT RAYMOND, B.S., M.D.

DIRECTOR OF PHYSICAL TRAINING: LUCILLE EATON HILL.

INSTRUCTOR: MARION DILLINGHAM LUEY.

ASSISTANT: ESTELLA FEARON.

### Hygiene

#### 1. Hygiene.

*Required of freshmen. One hour a week for a year.*

Dr. Southard.

Lectures and written quizzes. The subject presented is the proper care of the body, and the course is designed to give knowledge of its structure and functions with an understanding of the laws of health. An outline is given of the general principles of domestic and public hygiene.

#### 3. Lectures.

The principles of individual and social hygiene as applied to woman are considered on the basis of her special structure and functions.

*For seniors. Not counted in the record of hours.*

Dr. Southard.

### Physical Training

1. Introductory Swedish Gymnastics.

*Two hours a week from November until April.*

Miss Luey.

2. Swedish Gymnastics, Advanced Course.

*Two hours a week from November until April.*

Miss Fearon.

3. Corrective Gymnastics.

*Three hours a week from November until April.*

Miss Luey.

Miss Fearon.

For students needing special work.

4. Educational Dancing.

*Two hours a week from November until April.*

Miss Hill.

5. Organized Sports.

Archery; basket ball; golf; field hockey; rowing; running and tennis.

*Three hours a week in the fall and spring terms.*

Miss Hill and Field instructors.

Instruction in fencing, riding, and swimming, for which a special fee is charged, is offered under the supervision of the Director of Physical Training.

Courses in physical training are not counted in the record of hours, but all freshmen and sophomores are required to take three hours per week of physical training. This requirement is met in the fall and spring terms by course 5 or by walking; in the winter term by one of courses 1, 2, 3, 4, supplemented by walking and winter sports. Physical exercise registers, showing how the requirement is met, are presented as may be required by the Director of Physical training.

Upon entering College, each student receives a thorough examination given by the Medical Examiner. A series of measurements and observations is also made by the Physical Training Office. Practical work is prescribed on the basis of these examinations.

## ITALIAN

ASSOCIATE PROFESSOR: MARGARET HASTINGS JACKSON.

## 1. Elementary Course. I.

*Open to sophomores and juniors. Three hours a week for a year.*

Miss Jackson.

Grammar with written and oral exercises; reading and sight translation; conversation.

## 2. Intermediate Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Jackson.

Grammar, prose composition; reading and translation at sight; in the first semester from modern authors; in the second semester from the classic authors.

## † 3. History of Italian Literature in the XIII. and XIV. Centuries. Emphasis on Dante. III.

*Open, on consultation with the instructor, to juniors and seniors who have a reading knowledge of Italian. Three hours a week for a year.*

Miss Jackson.

Selections from the *Vita Nuova* and the *Divina Commedia* of Dante. The Sonnets of Petrarch and the Tales of Boccaccio will be read in the original.

## \* 4. History of Italian Literature in the XIX. Century. III.

*Open to students who have completed courses 1 and 2, or equivalents. Three hours a week for a year.*

Miss Jackson.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

5. Dante and the early Italian Renaissance. English course.  
II.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Jackson.

First semester: Dante's *Divine Comedy* (in English) and the conditions of the age which produced it. Second semester: The early Italian Renaissance as expressed in the works of Petrarch, Boccaccio, Niccolò Pisano, Arnolfo, and Giotto. A knowledge of Italian is not required.

NOTE.—The Dante Society offers an annual prize of one hundred dollars for the best essay on a subject drawn from the life or works of Dante. The competition is open to students or graduates of not more than three years' standing from colleges or universities in the United States. For subjects and conditions consult page 519 of the Harvard University Catalogue, 1904-1905.

7. Italian Prose Writers of the Fifteenth and Early Sixteenth Centuries. III.

*Open, on consultation with the instructor, to juniors and seniors who have a reading knowledge of Italian. Three hours a week for the first semester.*

Miss Jackson.

Selections from the works of Macchiavelli, Guicciardini, Savonarola and other writers of the period will be read in the original.

8. Italian Poets of the Fifteenth and Early Sixteenth Centuries. III.

*Open to juniors and seniors who have a reading knowledge of Italian, on consultation with the instructor. Three hours a week for the second semester.*

Miss Jackson.

Selections from Poliziano, Lorenzo de' Medici, Boiardo, Ariosto, Michael Angelo, Vittoria Colonna will be read in the original.

While courses 7 and 8 are continuous, one being the complement of the other, they may be elected separately.

## LATIN

PROFESSOR: ADELINE BELLE HAWES, M.A.

ASSOCIATE PROFESSORS: ALICE WALTON, PH.D.,

CAROLINE REBECCA FLETCHER, M.A.

ASSISTANT: MAUDE EMILY MCCLARY, M.A.

## 1. Studies in Cicero and Livy. Selections from Latin Poets. I.

*Open to students who have met admission requirement.  
Three hours a week for a year.*

Miss Walton, Miss Fletcher, Miss McClary.

Practice in writing and translation to give facility in reading and flexibility in the use of English. Studies in derivations, rhetorical figures, and the characteristics of classical narrative and oratorical styles.

First semester: a study of some definite period of Cicero's life, based upon his correspondence and other writings. In 1907-1908 this period will include the years from 49 B. C. until the death of Cicero.

Second semester: the Campaigns of Hannibal, from Livy XXI. and XXII.

6. Horace: Pliny's *Letters*. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Walton, Miss McClary.

The *Odes of Horace* with selections from the Epodes and Epistles are studied. The work in Pliny includes careful study of certain letters and the rapid reading of many others.

13. Livy. Ovid's *Fasti*. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Fletcher.

Reading of selections chosen to emphasize the political and religious institutions of the Roman Republic and the Augustan period.

(As courses 6 and 13 are both planned for sophomore work, neither may be taken, as the third or fourth course, by students who make Latin a major.)

## 11. Latin Prose Composition. Intermediate Course. II.

*Open to students who have completed course 1 and are taking a full course in the department. One hour a week for a year.*

Miss Fletcher.

## 7. Sight reading in prose and verse. II.

*Open to sophomores who are taking either 6 or 13. One hour a week for a year.*

Miss Walton.

## 4. Comedy. Plautus and Terence. III.

*Open to students who have completed two full courses. Three hours a week for the first semester.*

Miss Hawes.

This course includes the careful study of two or more plays together with the rapid reading of several others.

## 5. Satire. Horace and Juvenal.

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Hawes.

This course includes the reading of selected satires of Horace and Juvenal, with study of other Roman satirists by lectures and special topics.

## 10. Latin Prose Composition. III.

*Open at the discretion of the instructor to students who have completed course 11 and who are taking a full course in the department. One hour a week for a year.*

Miss Fletcher.

## 12. History of Latin Literature. III.

*Open to students who have completed two full courses, and who are taking a full course in the department. One hour a week for a year.*

Miss Hawes.

Lectures and readings, with direction of the students' private reading.

The aim of this course is to give a general survey of the subject, tracing the beginnings and development

of the various kinds of prose and verse, and considering the changes in the political and social conditions under which Latin literature developed.

‡ 15. Topography of Rome. Epigraphy. III.

*Open to students who have completed two full courses.  
Three hours a week for a year.*

Miss Walton.

Lectures and discussions.

First semester: Architectural History and Topography of Ancient Rome; Studies in Pompeii. Second semester: Latin Epigraphy.

16. Private Life of Romans. III.

*Open to students who have completed two full courses,  
and who are taking a full course in the department.  
One hour a week for a year.*

Miss Hawes.

Lectures on various topics illustrating the daily life of the Romans, readings and discussions.

\* 14. Literature of the Empire. III.

*Open to students who have completed three full courses.  
Three hours a week for a year.*

Miss Hawes.

The readings in this course are chosen from a wide range of authors and vary from year to year. Lectures on various aspects of life under the Roman Empire.

9. Latin Poetry. III.

*Open to students who have completed three full courses.  
Three hours a week for a year.*

Miss Hawes.

Selections from Catullus and the Augustans. Poetry of the Empire: the authors read vary somewhat from year to year.

\* Not offered in 1907-1908.

‡ Archaeology 3 and 4, and Latin 15 are not usually given in the same year.



## Classical Archæology

## 6. Introduction to Classical Archæology. II.

*Open to juniors and seniors who have completed one full course in Latin or Greek. Two hours a week for a year.*

Miss Walton.

Outline history of prehistoric remains in Greece and Italy, with special emphasis upon Mycenæ and Crete; introductory study of Greek vases, Greek and Roman coins, painting, bronzes and gems.

## † ‡ 3. Topography of Greek sites with special reference to Athens. III.

*Open to students who have completed three full courses in Greek. Three hours a week for the first semester.*

Miss Walton.

The work will be based upon the text of Pausanias, in which there will be practice in rapid reading, besides close study of architectural history based on certain portions.

## † ‡ 4. History of Greek Ceramics. III.

*Open to seniors who have completed course 6 or 3. Three hours a week for the second semester.*

Miss Walton.

So far as possible, the work will be illustrated by the vase collection in the Boston Museum of Fine Arts.

## † 5. Greek Mythology illustrated in Art. II.

*Open to students who have completed two full courses in Greek, and to others upon consultation. One hour a week for a year.*

Miss Walton.

First semester: Olympic deities; Greek stories of Cosmogony; minor mythological figures. Second semester:

† Withdrawn for the current year.

‡ Archæology 3 and 4 and Latin 15 are not usually given in the same year.

Stories of the heroic age; legends of Troy, Thebes and of the Atreidæ, including Iphigenia and Orestes.

The legends will be traced from their literary sources, and amply illustrated from reliefs, statuary, coins, and vase paintings.

## APPLIED MATHEMATICS

PROFESSOR: ELLEN HAYES, B.A.

- I. Introduction to the Mathematical Treatment of Science.  
II.

*Open to sophomores, juniors, and seniors who have completed Pure Mathematics I. Three hours a week for a year.*

Miss Hayes.

- † 3. Thermodynamics. III.

*Open to students who have completed course I. Three hours a week for the first semester.*

Miss Hayes.

4. Theoretical Mechanics. III.

*Open to students who have completed course I. Three hours a week for the first semester.*

Miss Hayes.

This course is a continuation of course 1, and is devoted to the further development of the principles of kinematics, statics, and kinetics.

5. Geodynamics. III.

*Open to juniors and seniors properly qualified. Three hours a week for the second semester.*

Miss Hayes.

Both the astronomical and geological aspects of the subject are emphasized. In general, the topics discussed are: precession, nutation; form, size, density of the earth; thermal condition of the earth, theories concerning its crust.

† Withdrawn for the current year.

## PURE MATHEMATICS

PROFESSOR: † ELLEN LOUISA BURRELL, B.A.

ASSOCIATE PROFESSORS: EVA CHANDLER, B.A.,  
HELEN ABBOT MERRILL, PH.D.

INSTRUCTORS: † ROXANA HAYWARD VIVIAN, PH.D.,  
MIRIAM HATHAWAY, B.A.,  
MABEL MINERVA YOUNG, M.A.,  
LOUISE EMMA SYLVESTER, B.A.

ASSISTANT: ALICE PRENTISS CROMACK, B.A.

### I. Required course for freshmen. I.

*Four hours a week for a year.*

#### (a) Solid and Spherical Geometry.

*Three hours, first semester.*

#### (b) Higher Algebra.

*One hour, first semester; two hours, second semester.*

The subjects included are: Functions and Theory of Limits, Derivatives, Development of Functions in Series, Convergency of Series, Theory of Logarithms, Determinants, Theory of Equations (including Sturm's Theorem). (Taylor's *Collegé Algebra*.)

#### (c) Plane Trigonometry.

*Two hours, second semester.*

The angular analysis, including transformation, trigonometric equations and inverse functions, is fully treated, as well as the solution of triangles and the practical use of the tables.

Miss Merrill, Miss Hathaway, Miss Young,  
Miss Sylvester, Miss Cromack.

### 2. Conic Sections and Plane Analytical Geometry. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Chandler, Miss Hathaway.

A brief course in geometrical conics is given in connection with the usual analytical work, with correlated work in geometrical drawing.

† Absent on leave.

## 3. Differential and Integral Calculus. III.

*Open to students who have completed course 2. Three hours a week for a year.*

Miss Chandler.

The applications include a course in curve tracing.

## \* 12. Algebraic and Trigonometric Analysis. II.

*Open to students who have completed course 1 and are taking or have completed course 2. One hour a week for a year.*

Miss Vivian.

Fundamental concepts and development of the complete number system of algebra; graphic representation; trigonometry as a part of pure algebra; De Moivre's Theorem; the fundamental theorem of algebra; further work in series; the generalized logarithm; hyperbolic functions.

## † 4. Theory of Equations, with Determinants. III.

*Open to students who have completed course 3. Three hours a week for the first semester.*

Miss Chandler.

The work is based on Burnside and Panton's Theory of Equations.

## † 5. Solid Analytical Geometry. III.

*Open to students who have completed course 3. Three hours a week for the second semester.*

Miss Chandler.

The straight line; the plane; surfaces of the second order. Brief study of surfaces in general.

## 6. Modern Synthetic Geometry. III.

*Open to students who have completed course 2. Three hours a week for a year.*

Miss Merrill.

Metrical and projective properties of plane and sheaf forms of the first and second orders; the anharmonic

\* Not offered in 1907-1908.

† Withdrawn for the current year.

ratio: harmonic forms; the method of inversion; involution; collineation; the law of duality; theory of poles and polars; reciprocation; space forms and surfaces of the second order. Given by lectures and references, with constant practice in the solution of geometrical problems.

† 9. Higher Analysis. III.

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Merrill.

Functions of a real variable, including definite integrals, elliptic integrals, infinite series and products, Beta and Gamma functions. Introduction to the theory of functions of a complex variable.

10. Differential Equations. III.

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Chandler.

A general course in ordinary and partial differential equations.

\* 11. Analytical Projective Geometry. III.

*Open to students who have completed course 3, and have completed or are taking course 6. Three hours a week for a year.*

Miss Burrell.

A lecture course, introductory to the principles of modern geometry.

NOTE.—Attention is called to the following arrangements for doubling mathematical courses: Course 3 may be taken, with the approval of the instructor, at the same time with course 2. Courses 4 and 5 or course 6 may be taken with course 3. Course 11 may be taken with course 6. Any of the courses for which 3 is a prerequisite may be taken together.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

## MUSIC

PROFESSOR : † HAMILTON CRAWFORD MACDOUGALL, MUS.D.

ASSOCIATE PROFESSORS : CLARENCE GRANT HAMILTON, M.A.  
JOSEPH N. ASHTON, M.A.

INSTRUCTORS : EMILY JOSEPHINE HURD,  
EDITH ESTELLE TORREY,  
HETTY SHEPARD WHEELER, M.A.,  
ALBERT T. FOSTER.

### I. Musical Theory

The courses in theory and history are open to all students without regard to previous musical knowledge, and count toward the B.A. degree. The history and theory courses are subject to no separate tuition fee, with the exception of courses 9, 10, 11, and 12, where a nominal fee of five dollars is charged for tuning and repairs of instruments. Course 8, 4, and 14 are designed especially for those students desiring to gain an appreciative knowledge of musical literature. Courses 4 and 14 are mutually exclusive. Courses 8 and 15 are also mutually exclusive.

#### 15. Elementary Theory. I.

*Open to freshmen only. Two hours a week for a year.  
No prerequisites.*

Miss Wheeler.

This course is designed for freshmen who enter college with the intention of specializing in music. It may be followed by course 1, but not by course 4 or course 8. This course covers the history of musical notation, elementary acoustics, modern musical notation, diatonic and chromatic scales, invention and harmonization of melodies, invention and harmonization of basses, up to and including the chord of the dominant seventh. Carefully kept notebooks are a part of the work.

#### 8. Foundation Principles. I.

*Open to sophomores, juniors, seniors, and advanced freshmen (five year music course). Three hours a week for a year. No prerequisites.*

Mr. Ashton, Miss Wheeler.

This course covers the ground necessary for admission to courses 1 or 4, and also offers a substantial foundation

† Absent on leave.

for subsequent work in practical or theoretical music. It includes the study of elementary acoustics in its relation to music; the intervals; the modern scales; the formation and connection of the fundamental triads and the dominant-seventh chord; the elements of rhythm and melody. Much attention will be devoted to ear training, and to the realization of the principles of the course in choral practice. Students electing this course should be able to "carry a tune"; the quality of voice does not matter; if in doubt as to qualifications the student should consult the head of the department. Carefully kept notebooks are a part of the work.

This course is not open to students who have taken course 15.

#### I. Harmony. II.

*Open to students who have completed course 15 or course 8. Three hours a week for a year.*

Mr. Hamilton.

This course covers the formation and interconnection of chords; modulation; non-harmonic tones; analysis of harmony in standard works; invention of melodies and the expansion of the harmonic accompaniment. The course aims to give facility in elementary composition.

#### 9. Applied Harmony. II.

*Open to those students only who are at the same time taking course 1. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Hamilton.

This course aims to realize synthetically at the pianoforte the principles taught in course 1, following what may be termed a laboratory method.

NOTE.—Instruction will be given in classes of not less than three nor more than five. The course is in no sense a substitute for pianoforte lessons. Students must satisfy the head of the department that they have a pianoforte technique adequate for the work; in general, the ability to play the easier Mendelssohn Songs without Words, and to read hymn tunes accurately at sight will be sufficient.



## 4. The Development of the Art of Music. III.

*Open to students who have completed course 8 or course 1. Three hours a week for a year.*

Mr. Ashton.

A course in the appreciation of music designed to develop musical perception and the ability to listen intelligently to the best music. It includes the evolution of rhythm, harmony, and melody, and their powers and offices in musical expression; the principal musical forms analytically considered; studies of the principal composers, their lives, their strongest works, their relation to the progress of musical art. Some great work will be selected for study during the year.

Not more than ten short papers (700 to 1,200 words) and one special topic required. Carefully kept notebooks are a part of the work.

This course is not open to students who have taken or are taking course 14.

## † 10. Applied History. III.

*Open to those students only who are at the same time taking course 4. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Macdougall.

This course aims to realize synthetically at the piano-forte the development of music from the organum of Hucbald to the Wagner opera. Specimens of the music of various schools and periods will be collected, played, and analyzed. See note to course 9.

## 6. Counterpoint. III.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Mr. Ashton.

Counterpoint in two, three, and four voices; double counterpoint; analysis; the distinctions between strict (modal) and free counterpoint; the rules for the latter deduced from contemporaneous practice.

† Withdrawn for the current year.

## 11. Applied Counterpoint. III.

*Open to those students only who are at the same time taking course 6. Two hours a week for the first semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Ashton.

This course aims to realize synthetically at the piano-forte the laws of simple and double counterpoint by the constant playing and analysis of the best examples from the masters. See note to course 9.

## 7. Musical Form. III.

*Open to students who have completed course 6. Three hours a week for the second semester.*

Mr. Ashton.

This course aims to cover the various imitative forms, the suite and sonata forms, the large forms of vocal and orchestral music.

Students have the opportunity of doing practical work in composition (song form, sonata movements, etc.).

## 12. Applied Form. III.

*Open to those students only who are at the same time taking course 7. Two hours a week for the second semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Ashton.

This course aims to play and to analyze a great number of specimens of the various forms, with careful analysis and classification. See note to course 9.

## 14. History of Music. I.

*Open to sophomores, juniors, and seniors. Three hours a week, counting as two. No prerequisites.*

Mr. Hamilton.

A non-technical course in the history of the music of all nations, for which no previous knowledge of music is

required. One appointment each week will be devoted to illustrative programs.

This course is not open to students who have taken or are taking course 4.

This course, unless combined with courses 15 and 1, cannot count as one of the courses necessary for sophomores, juniors, and seniors who are taking lessons in practical music.

One paper each semester is required.

### † 13. The Symphony from Joseph Haydn to the Present Time. III.

*Open to students who have completed courses 1 and 4 (or their equivalent), and who have some facility in playing the pianoforte. Three hours a week for a year.*

A historical course, tracing the development of the Symphony in its form, its instrumentation, and its content.

A limited number of tickets for reserved seats at the Boston Symphony concerts are free to students in the department who are able to use them profitably. In connection with these concerts the department will give weekly analyses of the programs in Billings Hall, with instrumental<sup>†</sup> and vocal assistance.

## II. Practical Music (Instrumental and Vocal Lessons)

[Attention is called to the fact that a good student need not necessarily spend five years in college in order to carry on practical music at the same time with the academic course. See (a) below.]

It is believed that students having a command of pianoforte or organ technique will be able to profit by the theoretical instruction given in the department to a fuller degree than those without such a technique. To encourage students to acquire a technique, as well as to furnish authoritative instruction, the department undertakes to give lessons in pianoforte, organ and violin playing and in singing. Practical work is an elective, and students should notify the department of their election of the subject in the usual manner and at the proper time; with the exception of the applied music courses, 9, 10, 11, 12, practical work does not count toward the

<sup>†</sup> Withdrawn for the current year.

B.A. degree. It is offered to all students, whether candidates for degrees or not, as stated below :—

(a) *Candidates for the B.A. degree who propose to spend but four years in college may take practical music*, provided that they obtain each year the permission of the Dean of the College as well as of the Professor of Music. Freshmen may do so without taking Musical Theory, but sophomores, juniors, and seniors must take it unless they have completed two three-hour courses in the subject. This requirement may be met, however, by students taking courses 15, 1, and 14.

(b) *Candidates for the B.A. degree who are willing to devote five years to the college course* will be permitted to take practical music each year of the course. Freshmen may do so without taking Musical Theory, but all other students in the academic and musical course are governed by the restriction laid down in (a).

(c) *Candidates for the B.A. degree who wish also the Certificate of the Department of Music* should plan to devote *five years to the college course*. Such students are required to take practical music, two lessons a week, throughout the five years. They must complete, satisfactorily to the department, a course in the literature of the instrument chosen or of the voice; they must apply for the certificate at least three years in advance. After the first year the study of Musical Theory is required.

(d) *Students not candidates for the B.A. degree who desire to specialize in Music* must meet the requirements prescribed for admission to the freshman class, and must in addition pass an examination on the rudiments of music. This examination will be based upon W. H. Cummings' *Rudiments of Music* (No. 2 of Novello Company's Music Primers), chapters 6, 9, and 10 omitted. Special students must take both Musical Theory and vocal or instrumental lessons, two a week, with not less than twelve hours of weekly practice. They must also take from six to nine hours per week of academic work, including Musical Theory, as may be decided in consultation with the Dean.

(e) *Students not candidates for the B.A. degree who wish the Certificate of the Department of Music* must comply with the conditions laid down in (d); moreover the academic work taken must include modern languages. Such students must apply for the certificate on entering the department, and must have already acquired the fundamental technique of the instrument chosen or of the voice. The time occupied in study for the certificate depends upon the talent, upon the proficiency of the student at entrance, and upon

her subsequent diligence; but in general four years at least are necessary. The various courses are so arranged that the pupil on completion will have an acquaintance with the best musical literature.

(f) Graduates of Wellesley College or of other institutions may make special arrangement for instrumental or vocal lessons.

(g) As the department furnishes skillful instructors, permission to take lessons from instructors not members of the department cannot be granted; nor can permission to practice in Music Hall be given to students not regularly registered in the department.

(h) Students whose progress is not satisfactory may be required to discontinue their lessons.

For tuition and other charges in the Department of Music see page 135.

## PEDAGOGY

ASSOCIATE PROFESSOR: ANNA JANE MCKEAG, PH.D.

### 2. History of Education. Educational theories. II.

*Open to juniors and seniors. Three hours a week for a year.*

Miss McKeag.

This course aims to present a general view of the great movements in education, to trace the development of its institutions, and to select characteristic features of its accepted systems. Emphasis is placed on modern educational theories. Detailed studies are made of certain practices and problems of the American public schools of the present time.

### 1. Science of Education. II.

*Open to seniors who have completed the requirement in Philosophy. Three hours a week for a year.*

Miss McKeag.

This course attempts to base principles of education upon the data of science. It includes, among the topics presented, the educative influence of primitive arts and industries, school hygiene, educational processes at various stages of the child's development, and educative material suitable at different periods of the child's life.

\* 3. Introduction to Experimental Pedagogy. II.

*Open to seniors who have completed the requirement in Philosophy and to graduates. Two hours a week for a year.*

Miss McKeag.

A brief survey of the results of experimentation in the field of education. A study of effective methods of investigation. Written reports of statistical and experimental inquiries.

4. Secondary Education. II.

*Open, by permission of the department, to seniors and to graduates. Three hours a week for a year.*

Miss McKeag.

The aim of this course is to give a brief historical survey of the development of secondary schools in England, France, and Germany, with a more detailed study of secondary schools in the United States. The organization, administration, and curriculum of high schools in some of the larger cities will be presented. A considerable part of the course will be devoted to a study of principles of education in their application to problems of the secondary schools.

† 8. Philosophy and Art of Teaching. III.

*Open, on the approval of the department, to graduates who have completed course 1 or 2. Two hours a week for a year.*

Miss McKeag.

This course attempts to present both the philosophy and the art of instruction. It considers the nature and elements of the teaching process; aims and ideals in school-room practices, and the basis of methodology. It examines in some detail the art of study, and briefly considers discipline and incentives.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

\* 9. Methods of Teaching. III.

*Open to students who have completed course 8. Four hours a week for the second semester.*

This course considers methods of teaching elementary school subjects, and discusses from a similar point of view the teaching of English and foreign languages, history, science, and mathematics in secondary schools.

### COMPARATIVE PHILOLOGY

ASSOCIATE PROFESSORS: KATHARINE MAY EDWARDS, PH.D.,

† LAURA EMMA LOCKWOOD, PH.D.,

NATALIE WIPPLINGER, PH.D.

INSTRUCTOR: ADELE LATHROP, M.A.

1. General introduction to the Science of Language. III.

*Open to seniors, and to juniors by permission of the instructor. Two hours a week for a year.*

Miss Edwards.

Lectures on the origin and nature of language and principles of its life and growth; outline studies in phonetics; classification of languages; groups of Indo-European languages with chief characteristics.

\* 3. Comparative Grammar of Greek and Latin. III.

*Open to seniors, and to juniors by permission of the instructor. Three hours a week for the second semester.*

Miss Edwards.

Historical treatment of the sounds and inflections of Greek and Latin in relation to other Indo-European languages.

\* 5. Sanskrit. III.

*Open to seniors, and to juniors by permission of the instructor. One hour a week for a year.*

Miss Edwards.

\* Not offered in 1907-1908.

† Absent on leave.



## 6. Gothic. III.

*Open to seniors, and to juniors by permission of the instructor, who offer at least a reading knowledge of German. Three hours a week for the first semester.*

Miss Wipplinger.

Reading of Ulfilas, with constant reference to the syntax, phonology, and etymology of the language. Presentation of fundamental principles in Germanic Philology.

## 8. Old English (English Language 4). III.

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Miss Lathrop.

A study of Old English inflections, phonology, and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

## PHILOSOPHY AND PSYCHOLOGY

PROFESSOR: MARY WHITON CALKINS, M.A.

ASSOCIATE PROFESSORS: MARY SOPHIA CASE, B.A.,

ELEANOR ACHESON MCCULLOCH GAMBLE, PH.D.,

†† ETHEL DENCH PUFFER, PH.D.

INSTRUCTOR: DANIEL STARCH, PH.D.

The requirement in philosophy for a degree is met by course 7 (full year course), or by course 1 (first semester) followed in the same year by course 6 or course 16 (second semester). Courses 1 and 7 are not both open to the same student. Courses 6 and 16 are also open as elective courses, but they may not both be carried by a student who has completed or is carrying course 7.

The department offers direction to graduate students in independent work in psychology and in philosophy.

†† Absent on leave.

## 1. Introduction to Psychology. I.

*Open to juniors and seniors, and to sophomores by permission of the department. Three hours a week for the first semester.*

Miss Calkins.

Analysis and classification of the phenomena of consciousness. Calkins: *Introduction to Psychology*.

## 7. Introductory Course in Experimental Psychology. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Gamble.

This course aims to insure to students an acquaintance with primary mental facts, to give them a definite notion of the topics treated and of the experimental and statistical methods employed in psychology, and to fit them for more advanced psychological work. Titchener: *Outline of Psychology*; Judd: *Psychology, General Introduction*.

The work in psychology will be supplemented by a brief course introductory to philosophical study. Berkeley's *Principles of Human Knowledge* will be read.

## 17. Introductory Reading Course in Psychology. I.

*Open to students only in combination with a required course in the department. One hour a week for a year.*

Mr. Starch.

Reading of selected passages from James's *Psychology*, from other works, and from periodical literature. Arranged to supplement and to elucidate the required courses.

## 18. Advanced Course in General Experimental Psychology. III.

*Open to graduate students, and by permission to other students who have completed course 7 or course 1. Three hours a week for a year.*

Miss Gamble, Mr. Starch.

The purpose of this course is to offer thorough training in experimentation as demonstrative of the principal facts

and theories of normal psychology. Special stress will be laid upon the use of apparatus. The course is designed to meet the needs of those who expect to teach psychology, or to engage in advanced psychological research. Titchener: *Experimental Psychology*.

15. Reading and Research Course in Psychology. III.

*Open to students who have completed course 7, and to others by permission. Three or six hours a week for a year.*

Miss Gamble, Mr. Starch.

Investigation, experimental or statistical, by individual students of special problems; written reports. Meetings of the class for the reading of French or of German psychological texts.

The course may be repeated by students who have not already taken the maximum number of hours.

3. Logic. I.

*Open to sophomores and juniors who are taking either another course in the department or English Composition 2 or 4. One hour a week for a year.*

Miss Gamble.

Training in argument and in logical criticism. Work expressly designed to meet the practical needs of the student. Creighton: *Introductory Logic*.

\* 2. Æsthetics. II.

*Open to students who have completed course 1 or course 7. Three hours a week for the first semester.*

Miss Puffer.

Lectures on the development of the idea of beauty; simple experiments in psychological æsthetics; analysis of concrete examples of beauty; collateral reading, primarily in modern psychological æsthetics. Text-book: Puffer's *Psychology of Beauty*.

\* Not offered in 1907-1908.

## 16. Social Ethics. II.

*Open to juniors or seniors who have completed a semester's work in psychology. Three hours a week for the second semester.*

Miss Case.

Ethics approached from the social side. Lectures on social psychology and on the scope of social philosophy, the nature of society and social institutions, and the nature of the good. Reading of ethical texts, primarily of Plato's *Republic*.

## 13. Historical Studies in Ethics. III.

*Open by permission as fourth course of a major subject. Prerequisites must be arranged with the department. Three hours a week for a year.*

Miss Case, Miss Calkins.

Lectures, reports of special study, discussions. Subject varied from year to year. In 1907-1908: the ethical systems of Hegel and of Aristotle, as related to their metaphysical doctrines.

## 6. Introduction to Philosophy. I.

*Open to students who have completed a semester's work in psychology. Three hours a week for the second semester.*

Miss Calkins.

The aim of this course is the discussion of metaphysical problems, such as the nature of reality, the relation of spirit to matter, and the conception of causality. The discussion will be based upon Descartes's *Meditations*, selections from Hobbes's *Concerning Body*, Berkeley's *Principles of Human Knowledge* and upon Calkins's *The Persistent Problems of Philosophy*.

## 10. Greek Philosophy. II.

*Open to students who have completed or who are taking course 1 or course 7. Three hours a week for a year.*

Miss Case.

Text study, lectures, discussions. Fragments of the pre-Socratic philosophers; Xenophon's *Memorabilia* (selections); Plato: most of the dialogues, with critical study of the more important passages; Aristotle; *Metaphysics*, Book I. and selections; *Psychology* and *Ethics*, extended passages. Lectures on post-Aristotelian philosophy.

## 9. Second Course in Modern Philosophy. III.

*Open to juniors who are taking course 10 and to seniors. Three hours a week for a year.*

Miss Calkins.

Lectures and discussions. Text study of Leibniz's *Discourse on Metaphysics*, and other writings; Hume's *Enquiry*, and *Treatise*, selections from Book I.; Kant's *Critique of Pure Reason* (with omissions), and selections from his ethical works; Spinoza's *Ethics* and Fichte's *Vocation of Man*. Lectures on the philosophy of Kant and of the post-Kantian German philosophers, and on problems of metaphysics.

## \* 11. Advanced Course in Modern Philosophy. III.

*Open by permission as fourth course of a major subject. Prerequisites must be arranged with the department. Three hours a week for a year.*

Miss Calkins, Miss Case.

Lectures, reports of special study, discussions. Subject of the course varied from year to year. In 1906-1907, text study of Spinoza's philosophical works, and of Hegel's *Logic of the Encyclopedia*.

\* Not offered in 1907-1908.

\* 12. Philosophy of Religion. III.

*Open by permission as the fourth course of a major subject. Prerequisites must be arranged with the department. Three hours a week for a year. This course will be offered in 1908-1909.*

Miss Case, Miss Calkins.

† 19. Constructive Discussion of Philosophic Problems. III.

*Open to graduate students who have completed course 11. When philosophy is a minor subject, permission is required.*

Miss Calkins, Miss Case.

Discussions, constructive in aim. Collateral reading. Subject varied from year to year. In 1906-1907 the starting point was the controversy regarding pragmatism.

## PHYSICS

PROFESSOR: SARAH FRANCES WHITING, D.Sc.

INSTRUCTORS: GRACE EVANGELINE DAVIS, M.A.,

† GRACE LANGFORD, B.S.,

ELEANOR IRENE BURNS, B.A.

ASSISTANT: MARY TULLAR HOLLISTER, B.A.

1. General Physics. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Burns, Miss Hollister.

This course consists of lectures illustrated with many experiments, followed by laboratory work. The elementary principles of Mechanics, Sound, Electricity, Light are outlined. Special attention is given to the explanation of the phenomena of everyday life.

\* Not offered in 1907-1908.

† Withdrawn for the current year.

‡ Absent on leave.

## 3. Heat, Light, and Electricity. II.

*Open to students who have completed course 1 or an equivalent. Three hours a week for a year.*

Miss Davis.

This course presupposes an acquaintance with the general principles of Physics, and aims to be more intensive in its work. Only the best instruments of precision are used, and training is given in the handling of apparatus and in the discussion of results.

Special attention is given to the needs of those preparing to teach.

## † 4. Selected subjects in Light and Electricity, mathematically treated. II.

*Open to juniors and to seniors who have completed course 3 and also course 1 in Applied Mathematics or course 3 in Pure Mathematics. Three hours a week for a year.*

Miss Whiting.

Text-books : First semester, Preston's *Theory of Light* ; second semester, J. J. Thomson's *Mathematical Theory of Light and Electricity*, with reference reading.

It is possible to combine one semester of this course with either 5 or 8.

## 5. Advanced Optics. III.

*Open to students who have completed course 3. Three hours a week for the second semester.*

Miss Whiting, Miss Davis.

Polarized light, measurement of wave lengths with plane grating, mapping spectra with Filar micrometer, photographing spectra with concave grating spectroscope through color screens, measurement of photographs with measuring machine, work with interferometer.

† Withdrawn for the current year.



## 8. Advanced Electricity. III.

*Open to students who have completed course 3. Three hours a week for the first semester.*

Miss Whiting, Miss Davis.

Precise measurements of electrical units, Hertzian waves, discharge through gases, Roentgen ray photography, radio-activity, modern theories.

The aim of courses 5 and 8 is to present modern theories, with evidence for them gathered from individual work and consultation of original memoirs, and to develop the power of independent thought and experiment.

## 6. Meteorology. II.

*Open to students who have had an elementary course in Physics in college or in preparatory school. One hour a week for a year.*

Miss Davis.

Text-books: Davis's *Meteorology*, Ward's *Practical Exercises*. Making of weather maps; study of clouds, cold waves, progress of storms, weather prediction.

## SPANISH

INSTRUCTOR: CAROLINA MARCIAL, B.A.

## 1. Elementary Course. I.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Marcial.

Drill in pronunciation and elements of the language. Grammar and oral exercises. Sauer: *Conversation*; prepared and sight translations; *Doce Cuentos Escogidos*; Alarcón: *El Capitán Veneno*; Galdós: *Marianela*; Moratín: *El sí de las Niñas*; Cervantes: *El Cautivo* from *Don Quijote*. Themes, reports and collateral reading on Spanish subjects and literature.

\* 2. Intermediate Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Marcial.

Grammar of Spanish Academy. Spanish Literature especially authors of Golden Age and Modern Authors; ballads and legends of *Cid*; Lope de Vega: *La Estrella de Sevilla*; Calderón: *El Alcalde de Zalamea*; Cervantes: Extracts from *Don Quijote*; Valera: *El Pájaro Verde y Pasarse de Listo*; Galdós: *Doña Perfecta*; Echegaray: *El Gran Galeoto*; Palacios Valdés: *La Hermana San Sulpicio*.

## ZOOLOGY AND PHYSIOLOGY

PROFESSOR: MARY ALICE WILLCOX, PH.D.

ASSOCIATE PROFESSOR: MARION ELIZABETH HUBBARD, B.S.

INSTRUCTORS: MARY ALICE BOWERS, M.A.

CAROLINE BURLING THOMPSON, PH.D.,

ALICE ROBERTSON, PH.D.

1. The Biology of Animals. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Hubbard, Miss Bowers,  
Miss Thompson, Miss Robertson.

This course is conducted by lectures and laboratory and field work.

The student becomes familiar with a series of types of invertebrates and with one vertebrate, the frog. Each animal is studied in its structure, physiology, life-history and economic importance, and in addition attention is directed to its haunts, its food, its instincts and habits and its adaptations to its surroundings. A miniature "Zoo" and aquaria, both salt and fresh water, in connection with the laboratory, lead to an everyday acquaintance with many forms, and each student is encouraged to maintain for observation her own private collections of living creatures. In addition, class excursions are made in connection with

\* Not offered in 1907-1908.

the groups studied, in order to observe the animals in their natural environment of field or wood or stream.

The study of birds constitutes a considerable part of the course, beginning in the late fall and continuing throughout the year. Field excursions are supplemented by weekly lectures and by study of the large museum collection.

This course aims to train the student in accurate observation. Attention is directed continually to fundamental biological principles, special emphasis being placed on the facts of evolution.

A series of lectures on noted zoologists is given in the course of the year.

Excursions to the seashore and to neighboring museums are offered to those who desire them. These excursions are voluntary, hence no time allowance is given.

## 2. Zoology of Vertebrates. II.

*Open to juniors and seniors, and to sophomores who have completed course 1. Three hours a week for a year.*

Miss Willcox, Miss Bowers.

This course aims to do for the vertebrates much what course 1 does for the invertebrates. It is opened by a careful and detailed study of the dogfish as a type of the group, which is accompanied by examination of other sharks and rays, and by lectures and readings on their habits and distribution. This is followed by a similar study of the smelt or herring, and of the most important food fishes, their habits, distribution, and economic importance. This work on aquatic vertebrates is succeeded by similar studies of amphibious, aerial, and terrestrial ones. The aim throughout is both to trace the progressive modifications of the vertebrate type, together with those adaptations which fit its members for varying modes of life, and also to point out the interrelations between human life and that of the lower vertebrates. Field studies of our local vertebrates are made. Collections not only in the college but in the museums of Boston and Cambridge are examined. Students must be able to arrange to use

from four to six Mondays for excursions or for consecutive laboratory work. The course also includes a few lectures on such topics of general interest as embryological development, geographical distribution, etc.

Courses 1 and 2 together will meet the requirement in Biology of the Johns Hopkins Medical School.

#### 4. Embryology of the Chick. III.

*Open to juniors and seniors who have taken or are taking course 2. Three hours a week for the second semester.*

Miss Thompson.

The chick in its different phases of development forms the basis of this course. In addition to this, other vertebrates, such as the frog, the salamander, the fish and the pig are used, in order that a comparative idea of the developmental processes may be gained. The laboratory work enables the student to make observations at first hand from prepared specimens, and the museum collection is freely used.

Practical work in technique, or the making of preparations, is required of each student. The lectures deal with the chief problems of development and heredity, and give the students an insight into the original work of the day.

#### \* † 5. Natural History of Animals. III.

*Open to students who have taken course 2. Three hours a week for a year.*

Miss Willcox.

In this course the student may learn where and how to collect and identify the commoner animals, more particularly the invertebrates. The time will be spent largely on the fresh water fauna, insects, and other land animals. Attention will be paid to habits, food preferences, etc., also to the compilation of brief reference lists for the widely scattered literature. Excursions will be made to

\* Not offered in 1907-1908.

† Courses 5 and 6 are alternate courses.

the sea and to the rich museums of Cambridge and Boston. About four Mondays should be available for such work.

This course has been devised to meet the case of students who, intending to teach Zoology in the secondary or lower schools, need especially some slight acquaintance with many different animals, and a familiarity with the literature which will make it possible for them to look up new forms.

N. B.—Course 5 will not be offered in 1907-1908, but will be offered again in the following year.

#### ‡ 6. Philosophical Zoology. III.

*Open, with the advice of the head of the department, to students who have taken course 2 and one other course. Three hours a week for the year.*

Miss Willcox.

This course deals with the theoretical problems of biology. It includes lectures on evolution, variation, and heredity, the discussion of these and related facts, and the current biological theories.

#### 9. Animal Histology and Histological Technique. III.

*Open to juniors and seniors who have completed course 1 or course 2. Three hours a week for the first semester.*

Miss Thompson.

This course deals with the structure, and to a certain extent with the functions, of animal cells and tissues. The work is largely comparative, and illustrations are taken from many classes of animals, both vertebrates and invertebrates. The laboratory work includes both the study of mounted preparations, or "slides," and a training in the methods of making such preparations, a certain number of which will be required from each student. The lectures are upon the historical and theoretical aspects of the cell, the structure and the evolution of the different tissues.

‡ Courses 5 and 6 are alternate courses.

## 10. Animal Physiology. III.

*Open to juniors and seniors who have completed course 1 or course 2. Three hours a week for a year.*

Miss Robertson.

Lectures and laboratory work dealing with experimental and theoretical questions in physiology, such as the structure and action of muscle, nerves, blood vessels, the heart, blood, the formation and action of digestive juices, excretion, metabolism, the special sense organs, the brain, etc. Each student arranges and uses the apparatus necessary for almost all experiments; but some of the more difficult are performed by the instructor, assisted in turn by the different members of the class.

## COLLEGE EXAMINATIONS

An examination period occurs at the end of each semester. At these periods, and also during the days of the admission examinations in September, examinations for the removal of conditions and deficiencies and for advanced standing may be taken.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year, must apply to the Dean for the requisite card of admission to the examination. The last day for receiving applications for such cards is *for the September examinations, September first; for the mid-year examinations, January fifteenth; for the June examinations, June first.*

N. B. Examinations for the removal of conditions and deficiencies excepted, no student can be admitted to examination upon a course which is not a part of her approved schedule for the year without permission both from the Head of the Department concerned and the Dean of the College. *No student, therefore, should enter upon preparation for such an examination until her plan has been approved by both of the above named officers.*

~~THE~~ The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory.

## DEGREES

The following degrees are conferred by the Trustees upon recommendation of the Academic Council:—

Bachelor of Arts.

· Master of Arts.

## REQUIREMENTS FOR THE B.A. DEGREE

Every candidate for the B.A. degree must complete before graduation the equivalent of fifty-eight hours.\* Since 1896, two grades in work which reaches the passing mark have been

\* This requirement of fifty-eight instead of fifty-seven hours applies to the class of 1911 and all succeeding classes.



distinguished: one, "*Passed*"; the other, "*Passed with Credit*." In order to be recommended for the degree of Bachelor of Arts, a student must have "passed with credit" in at least thirty-three hours, of which nine hours have been accomplished in the senior year. First-year French and first-year German may not *both* be counted among the fifty-eight hours. *Neither* first-year French nor first-year German may be so counted if taken after the sophomore year, and neither second-year French nor second-year German if taken after the junior year. Of the fifty-eight hours required for the B.A. degree, a certain number is prescribed, the rest elective.

I. PRESCRIBED. The following subjects are required as specified:—

|  |                 |
|--|-----------------|
| Biblical History . . . . .   | 4 hours.        |
| English Composition . . . . .  | 4 "             |
| Mathematics . . . . .  | 4 "             |
| Language (unless a third language<br>has been presented for admission)<br>or . . . . . | } 3 "           |
| Natural Science (if not presented<br>for admission) . . . . .                          |                 |
| A Second Natural Science . . . . .   | 3 "             |
| Philosophy . . . . .   | 3 "             |
| Physiology and Hygiene . . . . .   | 1 hour          |
|  | <hr/> 22 hours. |

Of the required subjects, Mathematics must be taken in the freshman year; Physiology and Hygiene in the freshman year; Biblical History two hours per week in the sophomore and the junior years; English two hours per week in the freshman and the sophomore years. Of the natural sciences, one must be taken before the junior year, but either a language or a science must be taken in the freshman year. Philosophy should ordinarily be taken before the senior year.

II. ELECTIVE. All courses are classified in grades I, II, III; grade I including elementary courses and grade III the most advanced courses. All of the fifty-eight hours not indi-

cated in the above are elective, subject only to the restriction \* that every candidate for the B.A. degree must show before graduation that she has completed either

(1) nine hours in each of two departments, related or unrelated, or

(2) twelve hours in one department and six in a related department.

These nine-hour and twelve-hour groups must consist of at least one full course of grade III, and not more than four hours of grade I. Of the courses offered to fulfill this requirement, at least one full course of grade III must be taken in the senior year. The program of the senior year must contain not more than one course of grade I, unless the student is taking at least two courses of grade III, in which case she may carry two courses of grade I.

### REQUIREMENTS FOR THE M.A. DEGREE

Candidates for the degree of Master of Arts must be graduates of Wellesley College, or of some other institution of satisfactory standing, and must give evidence of ability to carry on the work for the Master's degree.

The amount of work required of candidates for the Master's degree is estimated as the equivalent of fifteen hours. Of these there must be nine or twelve hours of class work. Either a thesis, or a report (or several reports) of independent work, will be required. The student should choose one major subject, and not more than one minor subject, which should be related to the major; or she may, if she prefers, do all her work in one subject. A candidate for the Master's degree is required to show such a reading knowledge of French and of German as is satisfactory to the department in which the major subject is taken.

One year is the shortest time in which a candidate can complete the work required, but it must be understood that only

\* The change in this requirement applies to the class of 1910 and succeeding classes.

students of ability and maturity will be able to finish it in so short a time.

The work for the degree of Master of Arts will be tested by either examination or thesis, or by both. Rules regarding examinations of resident students are fully stated in the graduate circular. Non-resident students will be examined in Wellesley during some one of the regular examination periods of the year in which the degree is to be conferred.

Thirty scholarships, as described on page 140, are open to accepted candidates for the Master's degree not residing in college buildings. Applications for these scholarships should be accompanied by records of standing, and, if possible, by papers or reports of work. Candidates residing in the college buildings will pay the full charge for board and tuition. A matriculation fee of five dollars is payable when a student is accepted as a candidate for the Master's degree ; for a graduate student without a scholarship it will be deducted from the first tuition fee ; for a graduate student with a scholarship it will be deducted from the diploma fee. The diploma fee of twenty-five dollars is payable when the degree is received.

A graduate student who has done the entire work for the Master's degree in non-residence is accepted as candidate for this degree only when this work has been done at some institution which does not grant the Master's degree to women, but she may under certain conditions do a portion of the work at any approved institution, even at one which grants the Master's degree to women. Preparation for the degree by private study is not permitted. The diploma fee is the same for resident and non-resident students.

Circulars containing fuller information concerning graduate work will be forwarded on application to the *Dean of the College*. It is desirable that applications for admission as graduate students be received by June 1st of the year in which the student wishes to enter.

## EXPENSES

## TUITION

The charge for tuition to all students, whether living in college buildings or not, is \$175 a year. Tuition is payable in advance and *is not subject to return or deduction.*

Students who are permitted to take *seven hours or less* of classroom work a week, and *who do not live in college buildings*, pay tuition by the course as follows: for a one-hour course, \$20; a two-hour course, \$40; a three-hour course, \$60. Payment is due at the beginning of the year. No charge is made for tuition in Biblical History.

TUITION AND OTHER CHARGES IN  
DEPARTMENT OF MUSIC

|   |          |
|---|----------|
| For instruction for the college year in Pianoforte,     |          |
| Organ, or Violin, two lessons a week . . . . .          | \$100 00 |
| One lesson a week . . . . .                             | 50 00    |
| (Lessons forty-five minutes in length.)                 |          |
| Two half-hour lessons a week . . . . .                  | 75 00    |
| For instruction for the college year in Vocal Music,    |          |
| two lessons a week . . . . .                            | 100 00   |
| (Lessons thirty minutes in length.)                     |          |
| For use of the Pianoforte, sixty minutes daily, for the |          |
| college year . . . . .                                  | 10 00    |
| For two and three hours daily, in proportion.           |          |
| For use of the Pipe Organ in Music Hall, sixty min-     |          |
| utes daily, for the college year . . . . .              | 15 00    |
| For two or three hours daily, in proportion.            |          |

Special arrangements may be made for lessons on instruments not mentioned above.

Tuition in music must always be paid in advance and is not subject to return or deduction.

## BOARD

The charge for board to students lodging in halls of residence is \$275.

☞ It will be seen from the above statements that the total annual charge (for both board *and tuition*) is \$450.

## FIXED TIMES AND AMOUNTS OF PAYMENTS

### *1. For students who are lodged in college buildings.*

Students who are lodged in college buildings make payments as follows:—


|  |       |
|--|-------|
| September (at the opening of college) . . .        | \$250 |
| February (at the beginning of the second semester) | 200   |
|  | <hr/> |
| Total of these payments for the year . . .         | \$450 |


The charge for board begins at the opening of dormitories, *i. e.*, twenty-four hours before the close of registration (see page 5), and students are not permitted to occupy rooms in dormitories before that time.

### *2. For students who are not lodged in college buildings.*

Students who are not lodged in college buildings make the tuition payment (\$175) at the time of the opening in September.

These students find rooms and board in the village of Wellesley. Payment is made to the head of the house at such rates and times as the parties to the contract may agree upon. Information regarding boarding places may be obtained by addressing the Registrar.

 *Payments must be made before the student can take her place in the class room. No exception will be made to this rule without a written permission from the Treasurer.*

 *Checks or money orders should be made payable to Wellesley College.*

## FEES


An application fee of \$10 is required from all candidates for admission, and no application is recorded until the fee is received (see page 138). The same fee is required from all students in college who are intending to return for the following year, and from all former students who apply for re-admission. If the student enters college, the amount of the application fee is deducted from the first tuition bill after entrance. If formal notice of withdrawal is received at the Dean's office be-

fore August 15th of the year for which the application is made, the fee will be refunded. In all other cases it is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee. But a fee so transferred will not be refunded if the student later decides to withdraw, unless the request for the transfer was received within the specified time. Requests for second transfers are sometimes granted, but a fee transferred a second time will not be refunded under any circumstances.

An additional charge is made for materials and the use of apparatus in the following laboratory courses : \$5 for each laboratory course in Botany, Chemistry, Physics, Zoology, or Astronomy ; \$2.50 for the course in Mineralogy ; \$5 each for courses 9 and 10 in Musical Theory, \$2.50 each for the half courses 11 and 12 ; \$2 each for the studio courses in Art, and \$1 each for all other Art courses. Every student should also reckon on the expenditure of \$10 to \$25 annually for the purchase of books. At the time of taking the degree a diploma fee is charged. This is \$5 for the B.A. degree, and \$25 for the M.A. degree.

## RESIDENCE


College Hall, with three dining rooms, accommodates two hundred and thirty persons ; Stone Hall, with four dining rooms, one hundred and eight ; Pomeroy, seventy-seven ; Cazenove, seventy-seven ; Wilder, fifty-two ; Freeman, forty-nine ; Wood, forty-nine ; Norumbega, forty-six ; Eliot, twenty-nine ; Simpson, twenty-two ; Fiske, thirty-six ; Beebe (in process of erection), ninety. All the rooms are furnished, and supplied with electric lights.

 *A student vacating a room before the close of the year, or relinquishing a room reserved for her at the beginning of the year, will be charged for board until the vacancy has been filled by an incoming student. Therefore, notice of an intention to withdraw should be given at the earliest possible moment. No deduction is made for absences during the year.*



All applications for rooms in college buildings take the date at which the application fee is received. (See page 136.)

Until May 1st, but not after that date, *applications from former students* will take precedence of those of new students in the matter of rooms. A limited number of students can arrange for board at the College during the Christmas and spring vacations.

 *No student can receive a diploma until a satisfactory settlement of all her college dues has been made.*

## HEALTH

Two physicians are in residence, Katharine P. Raymond, B.A., M.D., and Emily J. Barker, M.D. These two physicians, together with the Associate Professor of Hygiene and Medical Director, the Director of Physical Training, the Director of Halls of Residence, and the President and the Dean of the College, *ex officio*, constitute a board of health to which all matters affecting the health of students are referred. An infirmary is maintained in Simpson Cottage under the charge of Dr. Raymond. Two trained nurses are in constant attendance. There is also an emergency ward in an isolated building.

## FELLOWSHIPS AND SCHOLARSHIPS

### A. FOR GRADUATES

THE ALICE FREEMAN PALMER FELLOWSHIP, yielding an income of about \$1,000, was founded in 1903, by Mrs. David P. Kimball.

The holder of this Fellowship must be a graduate of Wellesley College or some other American College of approved standing, a young woman of good health, not more than twenty-six years of age at the time of her appointment, unmarried throughout the whole of her tenure, and as free as possible from other responsibilities. The same person will not be eligible to the Fellowship for more than two years.

The Fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. But several times during the period of tenure the holder of the fellowship must furnish evidence that it is used for purposes of serious study and not for general culture; and within three years from entrance on the fellowship she must present to the faculty a thesis embodying the results of the research carried on during the period of tenure.

Applications for this Fellowship should be received by the President of Wellesley College not later than February 1st, of the academic year preceding that for which the Fellowship is asked.

**SCHOLARSHIPS IN SCHOOLS OF CLASSICAL STUDY.**—Studentships in the American School of Classical Studies in Athens, and the American School of Classical Studies in Rome, are open to graduates and graduate students of Wellesley College who have done sufficient work in the classics to meet the admission requirements.

The object of these schools is to afford opportunity for the study of classical literature, art and antiquities, to aid in original research in these subjects, and to conduct the exploration and excavation of classical sites.

*The American School of Classical Studies in Athens.*—The school year extends from October 1st to June 1st. The regulations for admission are as follows: "Bachelors of Arts of co-operating colleges, and all Bachelors of Arts who have studied at one of these colleges as candidates for a higher degree, shall be admitted to membership in the School on presenting to the Committee a certificate from the classical department of the college at which they have last studied, stating that they are competent to pursue an independent course of study at Athens under the advice of the Director. Members of the School are subject to no charge for tuition."\* Further information can be had by application to Professor Chapin, who represents Wellesley College upon the Managing Committee of the School.

*The American School of Classical Studies in Rome.*—The school year extends from the fifteenth of October to the first of July. Information in regard to the work of the School and the requirements for admission can be had on application to Professor Hawes, who represents Wellesley College upon the managing Committee of the School.\*

\*A few Fellowships are awarded on competitive examination.



SCHOLARSHIPS IN THE MARINE BIOLOGICAL LABORATORY AT WOOD'S HOLL.—Wellesley College is entitled to appoint annually two students who may enjoy all the advantages of this laboratory without expense for tuition. This laboratory, which is open during the summer for the study of marine life, affords opportunities both to investigators and to persons needing instruction or direction.

Students in either Botany or Zoology who desire to undertake original work will receive suitable direction. In addition to these opportunities there are courses of lectures on special topics and on subjects of general biological interest. Applications for appointment should state the character of the work to be done,—*i. e.*, whether botanical or zoological, whether general work, investigation under direction, or independent investigation,—and should be forwarded to Professor Ferguson or Professor Willcox in time to reach Wellesley College before April 1st.

SCHOLARSHIPS AT THE ZOOLOGICAL STATION IN NAPLES.—Wellesley College is a subscriber to the support of the American Women's Table at the Zoological Station in Naples, and thus has a voice in the selection of the persons who make use of it. Such persons must be capable of independent investigation in Botany, Zoology, or Physiology. Appointments are made for a longer or shorter period, as seems in each case expedient. Applications for the use of the table may be made through the President of the College.

THIRTY SCHOLARSHIPS TO THE VALUE of \$175 A YEAR have been established for the benefit of approved candidates for the M.A. degree in residence at Wellesley. Applications for these scholarships should be addressed to the Dean of the College, Wellesley College, Wellesley, Mass.

**B. FOR UNDERGRADUATES**

The income of these scholarships is applied to the aid of meritorious students whose personal means are insufficient for their maintenance in college.

THE WOOD MEMORIAL SCHOLARSHIP of \$5,000, founded in 1878, by Caroline A. Wood, in memory of her husband.

THE GROVER SCHOLARSHIP of \$5,000, founded in 1878, by William O. Grover.

THE WESTON SCHOLARSHIP of \$5,000, founded in 1878, by David M. Weston.

THE NORTHFIELD SEMINARY SCHOLARSHIP, founded in 1878.

THE PAULINE A. DURANT SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. Durant.

THE SWEATMAN SCHOLARSHIP of \$5,000, founded in 1880, by V. C. Sweatman.

THE WALTER BAKER MEMORIAL SCHOLARSHIP, founded in 1880, by Eleanor J. W. Baker; raised to \$7,000 by will of Mrs. Baker in 1892.

THE ANNIE M. WOOD SCHOLARSHIP, founded in 1880, by Frank Wood.

TWO FROST SCHOLARSHIPS, founded in 1880, by Rufus S. Frost, as follows:—

One of \$1,000, the income to be given annually to some member of the graduating class designated by the Faculty.

One of \$5,000, the income to be devoted annually to the aid of students.

THE UNION CHURCH SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. A. W. Stetson.

THE FLORENCE N. BROWN MEMORIAL SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

THE AUGUSTUS R. CLARK MEMORIAL SCHOLARSHIP of \$5,000, founded in 1880, by Mr. and Mrs. A. N. Clark.

FOUR HARRIET FOWLE SCHOLARSHIPS, founded in 1881, by Henry Fowle Durant, in memory of his mother.

THE DURANT MEMORIAL SCHOLARSHIP of \$5,000, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant, the income to be appropriated annually to some student selected by the Faculty.

THE JANE TOPLIFF MEMORIAL SCHOLARSHIP of \$6,000, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

THE INCOME OF A FUND of \$25,000, known as the "Stone Educational Fund," founded in 1884, by Valeria G. Stone.

THE JEANNIE L. WHITE SCHOLARSHIP of \$5,000, founded in 1886, by herself.

THE MR. AND MRS. SOLOMON F. SMITH MEMORIAL SCHOLARSHIP, founded in 1888, by George Smith, for the tuition of students from the town of Wellesley.

THE MARGARET MCCLUNG COWAN FUND, of \$1,000, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

THE EMMELAR SCHOLARSHIP of \$5,000, founded in 1889, by the class of '91, the income to be appropriated annually to some student selected by the Faculty.

THE SARAH J. HOUGHTON SCHOLARSHIP of \$6,000, founded in 1889, by William S. Houghton, in memory of his wife.

THE PROVISION OF E. A. GOODNOW, in 1885, through which the sum of \$250 is annually divided among five deserving students.

THE EDITH BAKER MEMORIAL SCHOLARSHIP of \$7,000, founded by bequest of Eleanor J. W. Baker, in 1892.

THE JOSEPH N. FISKE MEMORIAL SCHOLARSHIP of \$8,000, founded in 1892, by Mrs. J. N. Fiske.

THE ABBIE A. COBURN MEMORIAL SCHOLARSHIP of \$2,000, founded in 1892.

THE ELIZA C. JEWETT SCHOLARSHIP of \$6,000, founded in 1894; the income to be appropriated to the daughter of a clergyman, or of a home or foreign missionary, selected by the Faculty of the College.

THE ADA L. HOWARD SCHOLARSHIP of \$6,000, founded in 1895.

THE HELEN DAY GOULD SCHOLARSHIP, founded in 1896, by Helen Miller Gould, in memory of her mother; raised to \$10,000 by Miss Gould in 1901.

THE GOODWIN SCHOLARSHIP of \$5,000, founded in 1897, by Hannah B. Goodwin.

THE HYDE SCHOLARSHIP of \$2,000, founded in 1898, by Sarah B. Hyde.

THE BILL SCHOLARSHIP of \$7,000, founded in 1898, by Charles Bill.

THE HOLBROOK SCHOLARSHIP of \$3,000, founded in 1898, by Sarah J. Holbrook.

THE (SECOND) HELEN DAY GOULD SCHOLARSHIP, founded in 1899, by Helen Miller Gould; raised to \$10,000 by Miss Gould in 1901.

THE MARY ELIZABETH GERE SCHOLARSHIP of \$5,000, founded in 1899, by Mary Elizabeth Gere.

THE ANN MORTON TOWLE MEMORIAL SCHOLARSHIP FUND of \$5,000, established in 1901, by bequest of George Francis Towle.

THE DANA SCHOLARSHIP of \$5,000, founded in 1901, through the gift of Charles B. Dana.

THE (THIRD) HELEN DAY GOULD SCHOLARSHIP of \$10,000, founded in 1901, by Helen Miller Gould.

THE GEORGE WILLIAM TOWLE MEMORIAL SCHOLARSHIP FUND, founded in 1901, by bequest of George Francis Towle.

THE ANNA PALEN SCHOLARSHIP of \$10,000, founded in 1902.

THE ROLLINS SCHOLARSHIP of \$8,000, founded in 1903, by Augusta and Hannah H. Rollins, in memory of their parents.

THE MEMORIAL SCHOLARSHIP of \$1,000, founded in 1904, by the class of 1889, in memory of classmates who have died.

THE ELIZABETH S. FISKE SCHOLARSHIP of \$5,000, founded in 1904, by bequest of Miss Fiske.

THE MAE McELWAIN RICE MEMORIAL SCHOLARSHIP of \$1,000, founded in 1905, by the class of 1902.

THE SANBORN ALUMNÆ SCHOLARSHIP, yielding \$450 annually, founded in 1905, by Helen J. Sanborn of the class of 1884, for the benefit of daughters of Alumnæ.

THE JULIA BALL THAYER SCHOLARSHIP, founded in 1907, by bequest of Mrs. Julia B. Thayer, of Keene, N. H.

THE ADAMS SCHOLARSHIP of \$2,000, founded in 1907, by bequest of Adoniram J. Adams, of Boston.

Another source of pecuniary aid is in the work of the Students' Aid Society. Small amounts are loaned to students without interest, in the expectation that whenever they are able, these students will repay the Society. Assistance is often given partly in gifts and partly in loans. The funds at the disposal of the Society are wholly insufficient to meet the wants of applicants. Contributions of any amount will be gladly received, and should be sent to the Treasurer of the Society, Mrs. Pauline A. Durant, Wellesley, Mass.

All applications for assistance should be made by letter, addressed to the Secretary of the Students' Aid Society, Wellesley, Mass., before the first of May preceding the college year for which the aid is needed. It should be noted that owing to inadequacy of funds, aid cannot be promised in advance to students who have not entered.

In two cottages a reduction is allowed on payment for board, under certain conditions.

## LIBRARY

THE LIBRARY of the College, endowed by Eben Norton Horsford, now numbers 61,619 volumes, including the departmental and special libraries enumerated below. The General Library is open on week days from 8 A. M. to 9.30 P. M., and on Sundays from 9 to 11 A. M. and from 2 to 6 P. M. Students have direct access to the shelves. The library is catalogued by author and subject entries, and the most recent and useful bibliographical aids are provided; special effort is made by the librarians to train students in methods of research.

The Library subscribes for five daily and three weekly papers and for one hundred and sixty American and foreign periodicals. The list includes the most important representatives of the branches of instruction comprised in the college curriculum.

THE GERTRUDE MEMORIAL LIBRARY, established by Mr. A. A. Sweet, the MISSIONARY LIBRARY, and other collections in the General Library, furnish 4,827 volumes for Biblical study and religious reading.

THE LIBRARY OF AMERICAN LINGUISTICS, a special gift from Mr. Horsford, numbering 1,420 works, comprises the valuable collections of Major J. W. Powell and Mr. Horsford relating to North American Indian languages.

THE PLIMPTON LIBRARY, established by Mr. George A. Plimpton in memory of his wife, Frances Pearsons Plimpton,

of the class of 1884, comprises 795 volumes of early Italian literature, including both manuscripts and printed books of the fifteenth century.

THE MUSIC LIBRARY, in Billings Hall, includes a collection of manuscripts and musical scores, besides books on music.

The following collections are placed in the laboratories of the respective departments:—

Art Library, 1,950 volumes.

Library of Botany, 2,167 volumes.

Library of Physics and Astronomy, 2,687 volumes.

Library of Zoology and Physiology, 2,115 volumes.

Library of Chemistry, 1,305 volumes.

## GYMNASIUM

The Gymnasium is equipped with apparatus for Swedish gymnastics. The outdoor equipment includes the lake for rowing and skating; a bath-house and boat-house; the east and west playgrounds; grass and clay tennis courts; a golf course with club-house.

## THE FARNSWORTH ART BUILDING AND ART COLLECTIONS

The Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was opened in September, 1889. Besides a lecture room, galleries for collections, and studios for those engaged in drawing and painting, a special feature is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection consists of a large number of photographs and other material, including among others original pieces of antique sculpture from the Day Kimball Fund; the James Jackson Jarves collection of laces and vestments; a



collection of Indian baskets, the gift of Mrs. Rufus S. Frost, and the Stetson collection of modern paintings. Two examples of early Italian painting have recently been acquired.

The collection of photographs and other reproductions numbers over nine thousand.

## **EQUIPMENT IN MUSIC**

Music Hall and Billings Hall are large brick buildings devoted entirely to the department of Music. Music Hall has an adequate equipment of instruments for students' use, a room for choral practice, and thirty-eight practice rooms of good size. Organ instruction is given not only on the older type of organ, but also on two large, three-manual electric organs embodying the latest principles of organ construction. Constant reference will be made to the use of the organ in church.

Billings Hall, built in 1904, contains the offices of the department of Music, the library and class rooms for instruction in Musical Theory; also a concert room seating four hundred and twenty-five people, and containing the Grover organ, a large, three-manual organ, rebuilt and modernized.

## **LABORATORIES AND SCIENTIFIC COLLECTIONS**

### **ASTRONOMY**

The Whitin Observatory is supplied with a twelve-inch refracting telescope with micrometer, spectroscope, and photometer attachments; a six-inch telescope, also with driving clock and micrometer; two transits, the larger a three-inch prismatic transit; a chronograph, two sidereal clocks and a Bond chronometer; a concave grating spectroscope, and a collection of minor instruments and photographs.

Meteorological instruments, including thermometer shelter, thermograph, barograph, anemometer, and anemoscope, are installed at the observatory.

## BOTANY

The department of Botany has the use of six new laboratories well supplied with microscopes and with running water, gas, electric stereopticon, and other modern apparatus and appliances. Apparatus for advanced work includes a paraffin oven, and revolving, sliding, and freezing microtomes.

The illustrative collections comprise an herbarium of nearly eight thousand phanerogams and seven thousand cryptogams recently increased by the lichen collection of the late Prof. Clara E. Cummings; also a collection of woods, fruits, and economic vegetable products; two hundred charts by Henslow, Kny, Dodel, Tschirch, and others; a collection of Auzoux's botanical models; Brendel's glass models of cryptogams; lantern slides and microscope mounts. A gift of seventeen hundred water color paintings of North American plants by the late Helen Frances Ayres has lately been received. In addition collections for a permanent museum now number more than five thousand specimens.

Classes have the use of a garden and plots of wild ground as well. Specimens are also supplied from a private greenhouse. The native flora about Wellesley is rich and easily accessible, furnishing a convenient field for both the taxonomist and ecologist. A small glass house is an aid to work in landscape gardening and in plant physiology. The library is well supplied with reference works and with current periodicals.

## CHEMISTRY

The department of Chemistry occupies a separate building, which contains two lecture rooms and the chemical library in addition to the rooms fitted up for laboratory work. Separate rooms are provided for work in General and Organic Chemistry, Qualitative and Quantitative Analysis, Air and Water Analysis and Food Analysis. The building is conveniently arranged and well equipped with necessary apparatus and appliances.

## GEOLOGY AND MINERALOGY

The geological collection of specimens is arranged to illustrate the subjects of historical and structural geology, lithology, and mineralogy. There are three collections well equipped for class room use,—one each in mineralogy, lithology, and palæontology. They consist of well selected specimens systematically arranged in sets of trays.

The specimens are carefully numbered, but without labels. During a class appointment in these subjects, each student has a tray which presents objectively the subject of the lesson.

Another collection is used for reference in mineralogy. It contains well characterized specimens of the more common species. The specimens are labeled and arranged in drawers, and the collection is always accessible to students taking mineralogy.

The laboratory containing these collections is supplied with tables equipped with appliances for blow-pipe analysis and other laboratory work.

## MATHEMATICS

The collection of mathematical models consists of a set of models of simple solids, surfaces of the second and higher orders, and circular sections of surfaces of the second order. They are executed in wood, thread, card, and plaster.

## PHYSICS

The department of Physics occupies a convenient lecture room, provided with arrangements for sunlight and lantern projection and adequate apparatus for illustrative experiments.

Laboratories for students are equipped with instruments adapted to a wide range of work. Rooms are especially fitted for photometry, photography, spectroscopic work, and electrical measurements. A workshop is provided with lathe and tools. Storage batteries and dynamos are connected with the laboratories.

## PSYCHOLOGY

The work of the laboratory is carried on in seven rooms (including a dark-room) with electrical connections. The equipment includes electric-motor color mixers, a campimeter, a Wheatstone stereoscope, the Hering simultaneous contrast apparatus, sonometers, König tuning-forks, Quincke's tubes, Galton's piston whistle, Zwaardemaker's clinical and fluid-mantle olfactometers, with a large collection of smell material, æsthesiometers, a pressure balance, the apparatus of Münsterberg and of Titchener for the localization of sound, Jastrow's memory apparatus, a Hipp chronoscope with the Ebbinghaus control apparatus, vernier chronoscopes, a pneumograph, a plethysmograph, sphygmographs of different forms, a finger-dynamometer, an automatograph, tambours, kymographs, electric motors, an electric tuning-fork, Lough's electrically actuated pendulum, Mälzel's mercury contact metronome, etc., besides apparatus for special investigations. Students have the use of models of the brain, eye, and ear.

## ZOOLOGY

There are four laboratories for the study of Zoology and Animal Physiology. Each is adequately equipped for its special purpose. A complete set of physiological apparatus from the Harvard Apparatus Company is provided for each student in the physiology course.

The Zoology Museum contains a typical collection of both vertebrates and invertebrates, and a considerable number of models by Ziegler, Blaschka, Auzoux, and Deyrolle. There are also excellent collections of birds and of insects, and a small one of fishes prepared by Denton.

## NEEDS OF THE COLLEGE

Wellesley College, established by private benevolence, entered upon its work with a costly material equipment, but with no endowment in money.

The endowment of the library by Mr. E. N. Horsford, the later contributions of Mr. Rockefeller and others to general and special endowment, have greatly relieved the burden resting upon the College. Yet to-day the receipts from board and tuition fees form the main resource with which to meet running expenses and annual repairs, and to make those additions to apparatus and buildings which are demanded by the constant advance and expansion of college instruction throughout the country.

It must be evident that the past outlay has been amply justified by results. Notwithstanding the peculiar dependence of the College upon the number of students admitted and retained, its whole existence has been attended by a constant rise in the academic standard. From Wellesley have been graduated more than three thousand young women, who have carried the fruits of their college training into the schools and households of their country, and into benevolent work at home and abroad. It is believed that the College can with full confidence appeal to the public at large for further aid.

Among the urgent needs of the College are the following :—

1. Unrestricted funds for defraying general expenses.
2. The endowment of the presidency and professorships.
3. An endowed infirmary.
4. A science building.
5. A gymnasium building.
6. Halls of residence.

## FORMS OF BEQUEST

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*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by it, and called the \_\_\_\_\_ Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.*

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*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.*

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*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by it, and called the \_\_\_\_\_ Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.*

## DEGREES CONFERRED IN 1907

### MASTER OF ARTS

ETHEL BOWMAN (B.A., Wellesley College, 1900), *Philosophy and Psychology*.  
*Thesis: The Philosophy of Arthur Collier.*

LOTTA RENWEE BRADBURN (B.A., Wellesley College, 1906), *French*.  
*Thesis: Marie de France: Le Conte on Lai au Moyen Age.*

ANNIE JUMP CANNON (B.S., Wellesley College, 1884), *Astronomy*.

HELEN DODD COOK (B.A., Wellesley College, 1905), *Psychology and Philosophy*.  
*Thesis: The Tactual Estimation of Filled and Unfilled Space.*

ELIZA JACOBUS NEWKIRK (B.A., Wellesley College, 1900), *Art*.  
*Thesis: Domical Churches of the Renaissance in Italy.*

ELVIRA JENNIE SLACK (B.A., Wellesley College, 1902), *English Language and Literature*.  
*Thesis: The Elizabethan Religious Lyric.*

(The degree of Master of Arts was conferred in November, 1906.)

### BACHELOR OF ARTS

ESTHER GREENLEAF ABERCROMBIE.  
KATHERINE FRANCES VON ACH.  
BESSIE CAROLINE ADAMS.  
OLIVE LIDA ADAMS.  
JEAN NICHOLSON AIKEN.  
ELIZABETH MARGARET ALEXANDER.  
MARY BOORMAN WHEELER ALEX-  
ANDER.  
GENEVA LAKE ASH.  
ESTHER HARROD BARBOUR.  
EDITH ANNA BARKLAGE.  
LOUISE RAND BASCOM.  
HELEN WALES BATES.  
JOSEPHINE OSBORNE BEAN.  
ADELAIDE HARRISON BENT.  
MARIAN WELLS BERRY.  
FLORENCE FOSTER BESSE.  
ANNE ELISABETH BICKFORD.  
AGNES MARIE BUCKINGHAM BIDDLE.  
LOUISE MAY BILLYARD.  
MARGUERITE BIRGE.

EMMA STEWART BIXBY.  
MARY ERVIEN BOSWELL.  
LOUISE MARION BOSWORTH.  
HELEN MARIE BOXRUD.  
HELEN BOYLE.  
FLORENCA AMALIA BRAASTAD.  
MAUDE CALDWELL BRADFIELD.  
ALICE HELEN BRADT.  
MARIANA HENDERSON BRENNEMAN.  
MARY EDITH BRENNEMAN.  
ELIZABETH LOIS BRIDGENS.  
HATTIE BROWN.  
MARIAN EDNA BRUNER.  
FLORENCE GENEVRA BRYANT.  
ROSANA BUCHER.  
EMMA ARABELLE BUEHLER.  
SYBIL ROSAMOND BURTON.  
ELLA HUDDERS BUZBY.  
ELSIE CAMPBELL.  
RUTH ALLEN CAROTHERS.  
CAROLINE LEE CARTER.



ELIZABETH MARGARET CASTLE.  
GERTRUDE CURTIS CATE.  
FLORENCE CLARK.  
LIDA CLARK.  
MARION LUCENA COLE.  
ANNA GLADYS COLLINS.  
ELISABETH CONDIT.  
MARY EDNA COOMBE.  
ANNE LOTHROP CRAWFORD.  
MARIAN CRAWFORD.  
MARGARET DAKIN.  
GRACE MARTHA DAVIES.  
FLORENCE DE BAR.  
MARTHA DEVER.  
MAJORIE DIETZ.  
HELEN BAKER DILL.  
ROSE LOUISE DOONAN.  
GLADYS DOTEN.  
ALMIRA HARRIS DOUGLAS.  
MARGARET ELIZABETH DUNGAN.  
HELEN CARY DUSTIN.  
BERTHA WYATT DYER.  
FANNIE LOUISA EATON.  
MARIAN EDWARDS.  
EDITH ELLISON.  
RUTH NANCY EMERSON.  
FLORENCE LOVILLA ENGEL.  
GLADYS ETHEL FELLOWS.  
ALICE CAROLINE FLACCUS.  
FLORENCE LOUISE FLEWELLING.  
PAULENE FOSTER.  
ANNA ELIZABETH FOX.  
HELEN SOMERSBY FRENCH.  
RUTH DANIELS FRENCH.  
GERALDINE REBECCA FRICK.  
ELEANOR FRANCES FRICKE.  
HESTER FROST.  
LOUISE ELY GARFORD.  
HILDA GARSON.  
ALICE CHLOE GIFFORD.  
CAROLINE FRANCES GILBERT.  
HELEN MAR GILMORE.  
HELEN MILES GODDARD.  
JULIA MORSE GOODMAN.  
NELLIE HARPER GOODRICH.  
ELIZABETH LIVONIA GREEN.  
CLARA ADELAIDE GRIFFIN.  
LILLIAN LAVINIA GRIGGS.  
LILLIAN ANTOINETTE GURNEY.  
ALICE HAWTHORNE HADDEN.  
MARY RUSSELL HAGUE.  
ANNIE ELIZABETH HALL.

ANNA TRAIL HARDING.  
ALICE GARNOCK HARVEY.  
MINNIE KATHARINE HASTINGS.  
JULIA PURCELL HAYES.  
FRANCES HEALEY.  
BERTHA VIOLET HEALY.  
MARGARET AMERTON HEATH.  
JESSIE HEBER.  
HENRIETTA ELIZABETH HELMBOLDT.  
MABEL LOUISE HENDRIE.  
GRACE HERRICK.  
ETHEL LANE HERSEY.  
GENEVIEVE WALGRAVE HEWLINGS.  
AVIS WHEELER HILL.  
LUCY ADELYN HOLMES.  
ETHEL SHELDON HOOPER.  
ELLEN MAY HOUGHTON.  
HARRIET MAY HOUGHTON.  
LEANTHA BLOOM HOWARD.  
CLARA ROSINA HOYT.  
ETHEL MASON HULL.  
LILLIAN MABEL HUNT.  
HELEN WALKER HUTCHINS.  
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RITA SULZBACHER.  
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These honors are awarded to seniors on the basis of two and one-half years' work, to juniors on the basis of one and one-half years' work. The standard in each case is absolute, not competitive.

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| ANNE LOTHROP CRAWFORD, '07.           | EMILY COMFORT MOORE, '08.      |
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| FRANCES EUNICE DAVIS, '08.            | CLARA DELLA MURPHY, '07.       |
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| ALICE WHITNEY FARRAR, '08.            | MADGE SCHOFIELD TASKER, '07.   |
| EURETTA FRANCES FLETCHER, '08.        | ANNE ELIZABETH VALENTINE, '08. |
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#### APPOINTED IN 1907

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| KATHARINE SCHENCK HAZELTINE, '08.   | FRIDA SEMLER, '08.            |
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| ESTELLE ELIZA LITTLEFIELD, '08.     | SADIE MATHILDE SOFFELL, '08.  |
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| HELEN GRACE MARKS, '07.             | ABBY LORD WRIGLEY, '07.       |

## SUMMARY OF STUDENTS

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| Resident candidates for the M.A. degree . . . . | 25         |
| Candidates for the B.A. degree :—               |            |
| Seniors . . . . .                               | 224        |
| Juniors . . . . .                               | 288        |
| Sophomores . . . . .                            | 276        |
| Freshmen . . . . .                              | 388        |
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|                          |     |                        |     |
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| Indiana . . . . .        | 15  | Utah . . . . .         | 1   |
| Iowa . . . . .           | 25  | Virginia . . . . .     | 2   |
| Kansas . . . . .         | 8   | Vermont . . . . .      | 17  |
| Kentucky . . . . .       | 23  | Washington . . . .     | 7   |
| Massachusetts . . . .    | 348 | West Virginia . . . .  | 1   |
| Maine . . . . .          | 41  | Wisconsin . . . . .    | 9   |
| Maryland . . . . .       | 5   | Wyoming . . . . .      | 3   |
| Minnesota . . . . .      | 21  | Brazil . . . . .       | 1   |
| Missouri . . . . .       | 18  | Canada . . . . .       | 3   |
| Michigan . . . . .       | 15  | China . . . . .        | 2   |
| Montana . . . . .        | 2   | Japan . . . . .        | 1   |
| Nevada . . . . .         | 1   | Nova Scotia . . . .    | 1   |

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